



Kew Woods Primary School Whole School Progression Map - Writing



| Writing: Transcription Spelling | EYFS (30 - 50mths to ELGs) | KS1 | | KS2 | | | |
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| | 30 - 50 months 40 - 60 months Early Learning Goals | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| | <p>Continues a rhyming string.</p> <p>Hears and says the initial sound in words.</p> <p>Can segment the sounds in simple words and blend them together.</p> <p>Links sounds to letters, naming and sounding the letters of the alphabet.</p> <p>Children use their phonic knowledge to write words in which match their spoken sounds.</p> <p>Can write some irregular common words.</p> <p>Some words are spelt correctly and others are phonetically plausible.</p> | <p>Use words containing each of the 40+ phonemes already taught.</p> <p>Use common exception words.</p> <p>Know the days of the week.</p> <p>Name the letters of the alphabet in order.</p> <p>Use letter names to distinguish between alternative spellings of the same sound.</p> <p>Write from memory simple sentences dictated by the teacher that include words taught so far.</p> <p>Apply simple spelling rules and guidelines which includes:</p> <ul style="list-style-type: none"> The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck. The /ŋ/ sound spelt n before k. Division of words into syllables. -tch. The /v/ sound at the end of words. Using k for the /k/ sound. | <p>Segment words into phonemes and represents these by graphemes.</p> <p>Learn new ways of spelling phonemes for which one or more spellings are already known (including common homophones).</p> <p>Spell common exception words.</p> <p>Write simple sentences dictated by the teacher.</p> <p>Use words with contracted forms.</p> <p>Use the apostrophe for singular possession.</p> <p>Use suffixes -ment, -ness, -ful, -less, -ly.</p> <p>Distinguishing between homophones and near homophones.</p> <p>The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y.</p> <p>The /s/ sound spelt c before e, i and y.</p> <p>The /n/ sound spelt kn and (less often) gn at the beginning of words.</p> | <p>Use further prefixes and suffixes and understand how to add them.</p> <p>Spell further homophones.</p> <p>Spell words that are often misspelt.</p> <p>Place the possessive apostrophe accurately in words with regular and irregular plurals.</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary.</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p> <p>The /ɪ / sound spelt y elsewhere than at the end of words.</p> <p>More prefixes - Adding the prefixes dis- and in-, adding the prefix im- to root words beginning with m or p, adding the prefix re-, adding the prefix anti-, adding the prefix super-, adding the prefix sub-.</p> <p>The suffix -ation.</p> <p>The suffix -ly.</p> | <p>Use further prefixes and suffixes and understand how to add them.</p> <p>Spell further homophones.</p> <p>Spell words that are often misspelt.</p> <p>Place the possessive apostrophe accurately in words with regular and irregular plurals.</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary.</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p> <p>The /ʌ/ sound spelt ou.</p> <p>More prefixes - adding the prefix mis-, adding the prefix auto-, adding the prefix inter-, adding il- and revising un-, in-, mis- and dis, adding ir- to words beginning with r.</p> <p>The suffix -ly.</p> <p>Words with endings sounding like /ʒə/ or /tʃə/ (words ending in zhuh spelt -sure).</p> | <p>Use further prefixes and suffixes and understand how to add them.</p> <p>Spell words with silent letters.</p> <p>Continue to distinguish between homophones and other words which are often confused.</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.</p> <p>Place the possessive apostrophe accurately in words with regular and irregular plurals.</p> <p>Use dictionaries to check the spelling and meaning of words.</p> <p>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</p> <p>Use a thesaurus.</p> <p>Endings which sound like /ʃəs/ spelt -cious or -tious.</p> <p>Endings which sound like /ʃəl/ (Words ending in shul spelt -cial or -tial).</p> | <p>Use further prefixes and suffixes and understand how to add them.</p> <p>Spell words with silent letters.</p> <p>Continue to distinguish between homophones and other words which are often confused.</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.</p> <p>Place the possessive apostrophe accurately in words with regular and irregular plurals.</p> <p>Use dictionaries to check the spelling and meaning of words.</p> <p>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</p> <p>Use a thesaurus.</p> <p>Words ending in -ible and -able.</p> <p>Adding suffixes beginning with vowel letters to words ending in -fer.</p> |



Kew Woods Primary School Whole School Progression Map - Writing



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| | | <ul style="list-style-type: none"> 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. Compound words. <p>Spelling words with the vowel digraphs and trigraphs:</p> <ul style="list-style-type: none"> ai and oi (rain, wait, train, point, soil); oy and ay (day, toy, enjoy, annoy); a-e, e-e, i-e, o-e and u-e (made, theme, ride, woke, tune); ar (car, park); ee (green, week); ea (sea, dream); ea (meant, bread); er stressed sound (her, person); er unstressed schwa sound (better, under); ir (girl, first, third); ur (turn, church); oo (food, soon); oo (book, good); oa (road, coach); oe (toe, goes); ou (loud, sound); ow (brown, down); ow (own, show); ue (true, rescue, Tuesday); ew (new, threw); ie (lie, dried); ie (chief, field); igh (bright, right); | <p>The /r/ sound spelt wr at the beginning of words.</p> <p>The /l/ or /əl/ sound spelt -le at the end of words.</p> <p>The /l/ or /əl/ sound spelt -el at the end of words.</p> <p>The /l/ or /əl/ sound spelt -al at the end of words.</p> <p>Words ending -il.</p> <p>The /aɪ/ sound spelt -y at the end of words.</p> <p>Adding -es to nouns and verbs ending in -y.</p> <p>Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it.</p> <p>Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it.</p> <p>Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter.</p> <p>The /ɔ:/ sound spelt a before l and ll.</p> <p>The /ʌ/ sound spelt o.</p> <p>The /i:/ sound spelt -ey.</p> <p>The /ɒ/ sound spelt a after w and qu.</p> <p>The /ɜ:/ sound spelt or after w.</p> | <p>Words with endings sounding like /ʒə/ or /tʃə/ (words ending in -ture).</p> <p>The suffix -ous.</p> <p>Endings which sound like /ʃən/, spelt -tion, -sion, -ssion, -cian (adding the suffix -ion (to root words ending in t or te)).</p> <p>Adding the suffix -ian (to root words ending in c or cs).</p> <p>Words with the /k/ sound spelt ch (Greek in origin).</p> <p>Words with the /ʃ/ sound spelt ch (mostly French in origin).</p> <p>To spell many of the Y3 and Y4 statutory spelling words correctly.</p> | <p>Endings which sound like /ʒən/ (words ending in zhun spelt -sion).</p> <p>The suffix -ous.</p> <p>Endings which sound like /ʃən/, spelt -tion, -sion, -ssion, -cian (adding the prefix super-, adding the prefix sub-).</p> <p>Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin).</p> <p>Words with the /s/ sound spelt sc (Latin in origin).</p> <p>Words with the /eɪ/ sound spelt ei, eigh, or ey.</p> <p>To spell all of the Y3 and Y4 statutory spelling words correctly.</p> | <p>Words ending in -ant, -ance/-ancy, -ent, -ence/-ency.</p> <p>Words ending in -able and -ible.</p> <p>Words ending in -ably and -ibly.</p> <p>Words with the /i:/ sound spelt ei after c.</p> <p>Words containing the letter-string ough.</p> <p>Words with 'silent' letters (b, t).</p> <p>To spell many of the Y5 and Y6 statutory spelling words correctly.</p> | <p>Use of the hyphen.</p> <p>Words with the /i:/ sound spelt ei after c.</p> <p>Words containing the letter-string ough.</p> <p>Words with 'silent' letters (k, g, l, n).</p> <p>Homophones.</p> <p>To spell all of the Y5 and Y6 statutory spelling words correctly.</p> |
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| | | <ul style="list-style-type: none">• or (short, morning);• ore (before, shore);• aw (yawn, crawl);• au (author, haunt);• air (hair, chair);• ear (beard, near);• ear (bear, pear);• are (bare, dare);• spelling words ending with -y• spelling new consonants 'ph' and 'wh' <p>To spell all Y1 common exception words correctly.</p> | <p>The /ɔ:/ sound spelt ar after w.</p> <p>The /ʒ/ sound spelt s.</p> <p>To spell most Y1 and Y2 common exception words correctly.</p> | | | | |
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Kew Woods Primary School Whole School Progression Map - Writing



| Writing: Transcription Handwriting | EYFS (30 - 50mths to ELGs) | KS1 | | KS2 | | | |
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| | 30 - 50 months 40 - 60 months Early Learning Goals | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| | <p>Holds pencil between thumb and two fingers, no longer using whole-hand grasp.</p> <p>Holds pencil near point between first two fingers and thumb and uses it with good control.</p> <p>Can copy some letters, e.g. letters from their name.</p> <p>Sometimes gives meaning to marks as they draw and paint.</p> <p>Ascribes meanings to marks that they see in different places.</p> <p>Shows a preference for a dominant hand.</p> <p>Begins to use anticlockwise movement and retrace vertical lines.</p> <p>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p> <p>Gives meaning to marks they make as they draw, write and paint.</p> <p>Uses some clearly identifiable letters to</p> | <p>Sit correctly at a table, and holds 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 practises these.</p> | <p>Form lower case letters of the correct size relative to one another.</p> <p>Use 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>Develop a consistent cursive style.</p> | <p>Develop 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>Increase the legibility, consistency and quality of their handwriting.</p> | <p>Develop 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>Increase the legibility, consistency and quality of their handwriting.</p> | <p>Write legibly, fluently and with increasing speed.</p> <p>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.</p> <p>Choose the writing implement that is best suited for a task.</p> <p>Develop 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>Increase the legibility, consistency and quality of their handwriting.</p> | <p>Write legibly, fluently and with increasing speed.</p> <p>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.</p> <p>Choose the writing implement that is best suited for a task.</p> <p>Develop 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>Increase the legibility, consistency and quality of their handwriting.</p> |



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| | <p>communicate meaning, representing some sounds correctly and in sequence.</p> <p>They handle equipment and tools effectively, including pencils for writing.</p> <p>They write simple sentences which can be read by themselves and others.</p> | | | | | | |
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| Writing: Composition | EYFS (30 - 50mths to ELGs) | KS1 | | KS2 | | | |
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| | 30 - 50 months 40 - 60 months Early Learning Goals | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| | <p>Can retell a simple past event in correct order (e.g. went down slide, hurt finger).</p> <p>Uses intonation, rhythm and phrasing to make the meaning clear to others.</p> <p>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>Uses language to imagine and recreate role and experiences in play situations.</p> <p>Introduces a storyline or narrative into their play.</p> <p>Begins to break the flow</p> | <p>Saying 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-reading what they have written to check it makes sense.</p> <p>Discuss what they have written with the teacher or other pupils.</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p> <p>Begin to use some features of different text types.</p> | <p>Write simple, coherent narratives about personal experiences and those of others (real and fictional).</p> <p>Write about real events, recording these simply and clearly.</p> <p>Write poetry and for different purposes.</p> <p>Use the features of different text types.</p> <p>Planning or saying out loud what they want to write about.</p> <p>Write down ideas and/or key words, including new vocabulary.</p> <p>Make simple additions, revisions and proof-</p> | <p>Plan their writing by discussing similar writing and recording ideas.</p> <p>Draft writing by composing and rehearsing sentences orally.</p> <p>Create settings, characters and plots in narratives.</p> <p>Use simple organisational devices, e.g. headings and sub-headings, in non-narrative.</p> <p>Use the main features of a type of writing.</p> <p>Suggest improvements to their own and others' writing.</p> <p>Evaluate and edit writing by proposing changes to</p> | <p>Plan their writing by discussing similar writing and recording ideas.</p> <p>Draft writing by composing and rehearsing sentences orally.</p> <p>Create settings, characters and plots in narratives.</p> <p>Use simple organisational devices, e.g. headings and sub-headings, in non-narrative.</p> <p>Suggest improvements to their own and others' writing.</p> <p>Evaluate and edit writing by proposing changes to grammar and vocabulary to improve consistency.</p> <p>Proof-read for spelling and punctuation errors.</p> | <p>Plan, draft, write, evaluate and edit writing.</p> <p>Note, develop and research ideas.</p> <p>Choose the appropriate form of writing using the main features identified in reading.</p> <p>Select appropriate grammar and vocabulary.</p> <p>Identify the audience and purpose of writing.</p> <p>Use the techniques that authors use to create characters, settings and plots.</p> <p>Describe settings, characters and atmospheres and integrate dialogues to convey characters and</p> | <p>Plan, draft, write, evaluate and edit writing.</p> <p>Note, develop and research ideas.</p> <p>Choose the appropriate form of writing using the main features identified in reading.</p> <p>Select appropriate grammar and vocabulary.</p> <p>Identify the audience and purpose of writing.</p> <p>Use the techniques that authors use to create characters, settings and plots.</p> <p>Describe settings, characters and atmospheres and integrate dialogues to convey characters and</p> |



Kew Woods Primary School Whole School Progression Map - Writing



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| | <p>of speech into words.</p> <p>Writes own name and other things such as labels, captions.</p> <p>Attempts to write short sentences in meaningful contexts.</p> <p>They write simple sentences which can be read by themselves and others.</p> <p>Can write some irregular common words.</p> <p>Some words are spelt correctly and others are phonetically plausible.</p> | <p>Use and understand the grammatical terminology for Year 1.</p> | <p>reading corrections to their writing.</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher using appropriate intonation.</p> <p>Use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms.</p> <p>Use and understand the grammatical terminology for Year 2.</p> | <p>grammar and vocabulary to improve consistency.</p> <p>Proof-read for spelling and punctuation errors.</p> <p>Read aloud writing to a group or whole class, using appropriate intonation.</p> <p>Use a varied and rich vocabulary.</p> <p>Organise paragraphs around a theme.</p> <p>Use and understand the grammatical terminology for Year 3.</p> | <p>Read aloud writing to a group or whole class, using appropriate intonation.</p> <p>Use a varied and rich vocabulary.</p> <p>Organise paragraphs around a theme.</p> <p>Use full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive singular.</p> <p>Extend the range of sentences with more than one clause by using a wider range of conjunctions and subordinate clauses.</p> <p>Use adjectives, adverbs, prepositions (including phrases) and conjunctions.</p> <p>Use conjunctions, adverbs and prepositions to express time and cause.</p> <p>Use the present perfect form instead of the simple past.</p> <p>Select and use determiners correctly.</p> <p>Organise paragraphs around a theme.</p> <p>Sequence paragraphs.</p> <p>Use and understand the grammatical terminology for Year 4.</p> | <p>advance the action in narratives.</p> <p>Use a wide range of devices to build cohesion within and across paragraphs, e.g. adverbials, pronouns, prepositional phrases.</p> <p>Use further organisational and presentational devices to structure texts and to guide the reader in non-narratives.</p> <p>Extend the range of sentences with more than one clause by using a wider range of conjunctions and relative clauses.</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.</p> <p>Use fronted adverbials.</p> <p>Use commas after fronted adverbials.</p> <p>Use full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive singular.</p> <p>Use and punctuate direct speech.</p> <p>Assess the effectiveness of their own and others' writing.</p> | <p>advance the action in narratives.</p> <p>Use a wide range of devices to build cohesion within and across paragraphs, e.g. adverbials, pronouns, prepositional phrases.</p> <p>Use further organisational and presentational devices to structure texts and to guide the reader in non-narratives.</p> <p>Extend the range of sentences with more than one clause by using a wider range of conjunctions and relative clauses.</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.</p> <p>Use fronted adverbials.</p> <p>Use commas after fronted adverbials.</p> <p>Use commas to clarify meaning or avoid ambiguity in writing.</p> <p>Use full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive singular.</p> <p>Use and punctuate direct speech.</p> |
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| | | | | | | <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 when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. Proof-read for spelling and punctuation errors.</p> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p> <p>Use devices to build cohesion within a paragraph.</p> <p>Link ideas across paragraphs using adverbials of time, place and number or tense choices.</p> <p>Use and understand the grammatical terminology for Year 5.</p> | <p>Use brackets, dashes or commas to indicate parenthesis.</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 when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</p> <p>Proof-read for spelling and punctuation errors.</p> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p> <p>Use Standard English.</p> <p>Use devices to build cohesion within a paragraph.</p> <p>Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g. adverbials) and ellipsis.</p> |
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| | | | | | | | <p>Use layout devices, e.g. headings, subheadings, columns, bullets or tables to structure text.</p> <p>Use and understand the grammatical terminology for Year 6.</p> |
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| Writing: Vocabulary, Punctuation and Grammar | EYFS (30 - 50mths to ELGs) | KS1 | | KS2 | | | |
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| | 30 - 50 months 40 - 60 months Early Learning Goals | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| | <p>Beginning to use more complex sentences to link thoughts (e.g. using and, because)</p> <p>Questions why things happen and gives explanations. Asks e.g. who, what, when, how.</p> <p>Uses a range of tenses (e.g. play, playing, will play, played).</p> | <p>Leaving spaces between words.</p> <p>Begin to punctuate sentences using a capital letter and a full stop.</p> <p>Use a capital letter for names of people, places, the days of the week and the personal pronoun 'I'.</p> <p>Joining words and clauses using 'and'.</p> <p>Begin to punctuate sentences using exclamation marks.</p> <p>Use adjectives to describe.</p> <p>Begin to punctuate sentences using question marks.</p> <p>Sequence sentences to form short narratives.</p> | <p>Use commas to separate items in a list.</p> <p>Use expanded noun phrases to describe and specify.</p> <p>Use co-ordination (and, or, but) and subordination (when, if, that, because).</p> <p>Write sentences with different forms: questions and commands.</p> <p>Use some features of Standard English.</p> <p>Write sentences with different forms: statements and exclamations.</p> <p>Use -ly to turn adjectives into adverbs.</p> <p>Use the present and past tenses correctly and consistently including the progressive form.</p> <p>Use apostrophes for contracted forms and to mark singular possession.</p> | <p>Use full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive singular.</p> <p>Extend the range of sentences with more than one clause by using a wider range of conjunctions and subordinate clauses.</p> <p>Use conjunctions to express time and cause.</p> <p>Select and use determiners correctly.</p> <p>Use adjectives, adverbs, prepositions (including phrases) and conjunctions.</p> <p>Use adverbs and prepositions to express time and cause.</p> <p>Use and punctuates direct speech.</p> | <p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>Use fronted adverbials.</p> <p>Use the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals.</p> <p>Use and punctuate direct speech using inverted commas and other punctuation to indicate direct speech.</p> <p>Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases.</p> <p>Use Standard English forms for verb inflections instead of local spoken forms.</p> | <p>Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) pronoun.</p> <p>Use modal verbs and adverbs to indicate degrees of possibility.</p> <p>Use brackets, dashes or commas to indicate parenthesis.</p> <p>Use expanded noun phrases to convey complicated information concisely.</p> <p>Use the perfect form of verbs to mark relationships of time and cause.</p> <p>Use commas to clarify meaning or avoid ambiguity in writing.</p> | <p>Use synonyms and antonyms.</p> <p>Understand and use a clear subject and object in sentences.</p> <p>Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.</p> <p>Use a colon to introduce a list.</p> <p>Use semi-colons within lists.</p> <p>Use bullet points consistently to list information.</p> <p>Use passive verbs to affect the presentation of information in a sentence.</p> <p>Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.</p> |



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| | | | | Use the present perfect form instead of the simple past. Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. | | | Use semi-colons, colons or dashes to mark boundaries between independent clauses. Use hyphens to avoid ambiguity. Use ellipsis. |
| Key Terminology | | word, letter, sentence, capital letter, full stop, punctuation, exclamation mark, question mark, singular, plural | noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma | preposition, conjunction, determiner, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or 'speech marks') | 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 |