



Kew Woods Primary School Whole School Progression Map - Writing



Writing: Transcription Spelling	EYFS (30 - 50mths to ELGs)	KS1		KS2			
	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



		<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>
--	--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



Kew Woods Primary School Whole School Progression Map - Writing



		<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 /z/ sound spelt s.</p> <p>To spell most Y1 and Y2 common exception words correctly.</p>				
--	--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------	--	--	--	--



Kew Woods Primary School Whole School Progression Map - Writing



Writing: Transcription Handwriting	EYFS (30 - 50mths to ELGs)	KS1		KS2			
	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>



Kew Woods Primary School Whole School Progression Map - Writing



communicate meaning, representing some sounds correctly and in sequence.							
They handle equipment and tools effectively, including pencils for writing.							
They write simple sentences which can be read by themselves and others.							

Writing: Composition	EYFS (30 - 50mths to ELGs)	KS1		KS2			
	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



	<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>
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



Kew Woods Primary School Whole School Progression Map - Writing



						<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>
--	--	--	--	--	--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



Kew Woods Primary School Whole School Progression Map - Writing



							<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>
--	--	--	--	--	--	--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Writing: Vocabulary, Punctuation and Grammar	EYFS (30 - 50mths to ELGs)	KS1		KS2			
	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>



Kew Woods Primary School Whole School Progression Map - Writing



				<p>Use the present perfect form instead of the simple past.</p> <p>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p>			<p>Use semi-colons, colons or dashes to mark boundaries between independent clauses.</p> <p>Use hyphens to avoid ambiguity.</p> <p>Use ellipsis.</p>
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