Shillington Lower school and Stondon Lower school (Shillington and Stondon Federation)

Curriculum map/skills progression grid

Date	Writing Skills Progression Review date					Subject Leader	
April 2021	September 2022					C. Riberaud and N. Ross	
This document aims to give guidance on the progression of skills and knowledge across the year groups. It is used to support planning the year groups long term overviews that break up content into termly blocks. As children make progress through the school, it is expected that they can demonstrate a wider range of independent skills and knowledge in the 4 strands across the curriculum. For more clarity, the 4 strands have been divided in 10 areas. In English, like in other subjects, we recognise the importance that a range of different teaching methods could be used in supporting pupils to know more, understand more and remember more. In English we aim for pupils to achieve the following skills and these will be evident in pupil discussion, observations and work in books in order that learning opportunities in English are as effective as possible and that pupils make progress throughout the year and across different years.							
Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Composition							
Planning writing	▪To express themselves effectively, showing awareness of listeners' needs.	▪Orally compose every sentence before writing. ▪Orally plan and rehearse ideas.	▪Plan and discuss what to write about e.g. story mapping, collecting new vocabulary, key words and ideas.	Plan their writing by: ▪Reading and analysing narrative, non-fiction and poetry in order to plan and write their own versions. ▪Identifying and discussing the purpose, audience, language and structures of narrative, non-fiction and	Plan their writing by: ▪Reading and analysing narrative, non-fiction and poetry in order to plan and write their own. ▪Identifying and discussing the purpose, audience, language and structures of narrative, non-fiction and poetry for	Plan their writing by: ▪Identifying the audience and purpose ▪Selecting the appropriate language and structures. ▪Using similar writing models. ▪Noting and developing ideas. ▪Drawing on reading and research. ▪Thinking how	Plan their writing by: ▪Identifying audience and purpose. ▪Choose appropriate text-form and type for all writing. ▪Selecting the appropriate language and structures. ▪Drawing on similar writing models, reading and research.

Draft and write							
				poetry for writing. ▪Discussing and recording ideas for planning.	writing. ▪Discussing and recording ideas for planning e.g. story mountain, story map, text map, non-fiction bridge, story board, boxing-up text types to create a plan.	authors develop characters and settings (in books, films and performances).	▪Using a range of planning approaches e.g. storyboard, story mountain, discussion group, post-it notes, ICT story planning.
Draft and write	▪To write simple sentences which can be read by themselves and others. ▪Some words are spelt correctly and others are phonetically plausible. ▪To develop their own narratives and explanations by connecting ideas or events.	▪Sequence ideas/events in order. ▪Use formulaic phrases to open and close texts. ▪Use familiar plots for structuring the opening, middle and end of their stories. ▪Write in different forms with simple text type features e.g. instructions, narratives, recounts, poems, information texts. ▪Discuss	▪Use specific text type features to write for a range of audiences and purposes e.g. to instruct, inform, entertain, explain, discuss, persuade. ▪Write about real and fictional events. ▪Write simple poems based on models. ▪ Edit and improve their own writing in relation to audience and purpose	▪Creating and developing settings for narratives. ▪Creating and developing characters for narrative. ▪Creating and developing plots based on a model. ▪Generating and selecting from vocabulary banks e.g. noun phrases, powerful verbs, technical language, synonyms for said appropriate	Draft and write by: ▪Developing settings and characterisation using vocabulary to create emphasis, humour, atmosphere, suspense. ▪Planning and writing an opening paragraph which combines the introduction of a setting and character/s. ▪Organising paragraphs in narrative and non-fiction.	Draft and write by: ▪Selecting appropriate grammar and vocabulary. ▪Blending action, dialogue and description within and across paragraphs. ▪Using devices to build cohesion (see VGP column). ▪Using organisation and presentational devices e.g. headings, sub headings, bullet	Draft and write by: Selecting appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact. ▪Introducing and developing characters through blending action, dialogue and description within sentences and paragraphs e.g. Tom stomped into the room, flung

		their writing with adults and peers.		to text type. ▪Grouping related material into paragraphs. ▪Using headings and sub headings to organise information.	▪Linking ideas within paragraphs e.g. fronted adverbials for when and where. ▪Generating and select from vocabulary banks e.g. powerful adverbs, adverbial phrases, technical language, persuasive phrases, alliteration appropriate to text type.	points, diagrams, text boxes.	down his grubby, school bag and announced, through gritted teeth, "It's not fair" ▪Using devices to build cohesion. ▪Deviating narrative from linear or chronological sequence e.g. flashbacks, simultaneous actions, time-shifts. ▪Combining text-types to create hybrid texts e.g. persuasive speech. ▪Evaluating, selecting and using a range of organisation and presentational devices for different purposes and audiences.

							▪Finding examples of where authors have broken conventions to achieve specific effects and using similar techniques in own writing – e.g. repeated use of 'and' to convey tedium, one word sentence. ▪Make conscious choices about techniques to engage the reader including appropriate tone and style e.g. rhetorical questions, direct address to the reader. ▪Use active and passive voice to achieve intended effects e.g. in formal reports, explanations

						and mystery narrative.
Review and improve		▪Re-read every sentence to check it makes sense. ▪Read aloud their writing to adults and peers.	▪ Evaluate their writing with adults and peers. ▪Proofread to check for errors in spelling, grammar and punctuation. ▪Read aloud their writing with intonation to make the meaning clear.	Evaluate, and edit by: ▪Proofreading to check for errors in spelling, grammar and punctuation in own and others' writing. ▪Discussing and proposing changes with partners and in small groups. ▪Improving writing in the light of evaluation. Perform their own compositions by: ▪Using appropriate intonation, tone and volume to present their writing to a group or class.	Evaluate, and edit by: ▪Proofreading to check for errors in spelling, grammar and punctuation in own and others' writing. ▪Discussing and proposing changes with partners and in small groups. ▪Improving writing in light of evaluation Perform own compositions for different audiences ▪Use appropriate intonation, tone and volume to present their writing to a range of audiences.	Evaluate and edit by: ▪Assessing the effectiveness of own and others' writing in relation to audience and purpose. ▪Suggesting changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning. ▪Ensuring consistent and correct use of tense throughout a piece of writing. ▪Ensuring consistent subject and verb agreement. ▪Proofreading for spelling and punctuation errors. Perform	Evaluate and edit by: ▪Reflecting upon the effectiveness of writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning. ▪Proofreading for grammatical, spelling and punctuation errors. Evaluate and improve performances of compositions focusing on: ▪Intonation and volume. ▪Gesture and movement. ▪Audience engagement.

						own compositions for different audiences: ▪Using appropriate intonation and volume. ▪Adding movement. ▪Ensuring meaning is clear.	
Vocabulary, Grammar and Punctuation							
Vocabulary and Sentence Structure	▪To answer 'how' and 'why' questions about their experiences and in response to stories or events. ▪To use past, present and future forms accurately when talking about events that have happened or are to happen in the future.	▪Say, and hold in memory whilst writing, simple sentences which make sense. ▪Write simple sentences that can be read by themselves and others. ▪Separate words with finger spaces.	▪Say, write and punctuate simple and compound sentences using the connectives and, but and or. ▪Use subordination for time e.g. When we had finished our writing, we went out to play. We went out to play when we had finished our writing. Other time connectives: while, as, before,	▪Explore and identify main and subordinate clauses in complex sentences. ▪Explore, identify and create complex sentences using a range of conjunctions e.g. if, while, since, after, before, so, although, until, in case. ▪ Identify, select, generate and effectively use prepositions for	▪Create complex sentences with adverb starters e.g. Silently trudging through the snow, Sam made his way up the mountain. ▪Create sentences with fronted adverbials for when e.g. As the clock struck twelve, the soldiers sprang into action. ▪Create sentences with fronted	▪Create complex sentences by using relative clauses with pronouns who, which, where, whose, when, that e.g. Sam, who had remembered his wellies, was first to jump in the river. The robberies, which had taken place over the past month, remained unsolved. ▪Create and	▪Manipulate sentences to create particular effects. ▪Use devices to build cohesion between paragraphs in persuasive, discursive and explanatory texts e.g. on the other hand, the opposing view, similarly, in contrast, although, additionally, another possibility,

			after. ▪Use subordination for reason e.g. I put my coat on because it was raining. Because it was raining, I put on my coat. Other reason connectives: so, if, then, for, unless.	where e.g. above, below, beneath, within, outside, beyond. ▪ Select, generate and effectively use adverbs e.g. suddenly, silently, soon, eventually. ▪Explore and collect words with prefixes super, anti, auto	adverbials for where e.g. In the distance, a lone wolf howled.	punctuate complex sentences using ed openers. ▪Create and punctuate complex sentences using ing openers. ▪Create and punctuate complex sentences using simile starters.	alternatively, as a consequence. ▪Use devices to build cohesion between paragraphs in narrative e.g. in the meantime, meanwhile, in due course, until then. ▪ Investigate and collect a range of synonyms and antonyms e.g. mischievous, wicked, evil, impish, spiteful, well-behaved. ▪Explore and collect vocabulary typical of formal and informal speech and writing e.g. find out – discover, ask for - request, go in – request. ▪ Identify the subject and object of a sentence.

Punctuation		▪Punctuate simple sentences with capital letters and full stops. ▪Use capital letter for the personal pronoun. ▪Use capital letters for names of people, places and days of the week. ▪ Identify and use question marks and exclamation marks	▪Use sentences with different forms: statement, question, command, exclamation. ▪Use commas to separate items in a list. ▪Use apostrophes for contracted forms e.g. don't, can't, wouldn't, you're, I'll.	▪Use inverted commas to punctuate direct speech (speech marks).	▪Use commas to mark clauses in complex sentences. ▪Use inverted commas and other punctuation to indicate direct speech e.g. The tour guide announced, "Be back here at four o' clock." ▪ Identify, select and effectively use pronouns. ▪Use apostrophes for singular and plural possession e.g. the dog's bone and the dogs' bones.	▪Demarcate complex sentences using commas and explore ambiguity of meaning.	▪Use ellipsis to link ideas between paragraphs. ▪ Identify and use colons to introduce a list. ▪ Identify and use semi-colons to mark the boundary between independent clauses e.g. It is raining; I am fed up. ▪Explore how hyphens can be used to avoid ambiguity e.g. man eating shark versus man-eating shark. ▪Punctuate bullet points consistently
Grammar	•To begin to use more complex sentences to link thoughts when speaking (e.g. using 'and' and 'because').	▪Use simple connectives to link ideas e.g. and. ▪Pluralise nouns using 's' and 'es'	▪ Select, generate and effectively use verbs. ▪Use past tense for narrative,	▪ Use perfect form of verbs using have and had to indicate a completed action e.g. I have	▪Explore, identify, collect and use noun phrases e.g. The crumbly cookie with tasty	▪Explore, collect and use modal verbs to indicate degrees of possibility e.g. might, could,	▪Explore and investigate active and passive e.g. I broke the window in the

	• To show an understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.	e.g. dog, dogs; wish, wishes. ▪Add suffixes to verbs where no spelling change is needed to the root word e.g. helping, helped, helper. ▪Add the prefix 'un' to verbs and adjectives to change the meaning e.g. untie, unkind	recount (e.g. diary, newspaper report, biography) historical reports. ▪Use present tense for non-chronological reports and persuasive adverts. ▪ Select, generate and effectively use nouns. ▪Add suffixes ness and er to create nouns e.g. happiness, sadness, teacher, baker. ▪ Select, generate and effectively use adjectives. ▪Add suffixes ful or less to create adjectives e.g. playful, careful, careless, hopeless.	washed my hands. We will have eaten our lunch by the time Dad arrives. Jack had watched TV for over two hours! ▪Use the determiner a or an according to whether the next word begins with a consonant or vowel e.g. a rock, an open box. ▪Explore and collect word families e.g. medical, medicine, medicinal, medic, paramedic, medically to extend vocabulary.	marshmallow pieces melted in my mouth. ▪Explore, identify and use Standard English verb inflections for writing e.g. We were instead of we was. I was instead of I were, I did instead of I done. She saw it instead of she seen it.	shall, will, must. ▪Use devices to build cohesion within a paragraph e.g. firstly, then, presently, subsequently. ▪ Link ideas across paragraphs using adverbials for time, place and numbers e.g. later, nearby, secondly. ▪ Identify and use brackets and dashes ▪Use suffixes – ate, -ise, -ify to convert nouns and adjectives into verbs. ▪ Investigate v	greenhouse versus the window in the greenhouse was broken.

			▪Use suffixes er and est to create adjectives e.g. faster, fastest, smaller, smallest. ▪Use suffix ly to turn adjectives into adverbs e.g. slowly, gently, carefully.				
Spelling							
Phonics and Spelling rules	To continue a rhyming string. To hear and say the initial sound in words. To segment the sounds in simple words and blend them together. To link sounds to letters, naming and sounding the letters of the alphabet. To use their phonic knowledge to write words in ways which match their spoken sounds.	Name the letters of the alphabet in order. ▪Use letter names to distinguish between alternative spellings of the same sound. ▪Spell words containing each of the phonemes already taught. ▪Be able to encode the sounds they hear in words. ▪Be able to read back words they have spelt.	▪ Segment spoken words into phonemes and represent these by graphemes, spelling many correctly. ▪Learn new ways of spelling phonemes for which one or more spellings are already known. ▪Learn some words with each spelling, including a few common homophones.	▪Spell further homophones. ▪Spell words that are often misspelt. ▪Use the first two letters of a word to check its spelling in a dictionary. ▪Understand how to place the apostrophe in words with regular plurals (e.g. girls', boys'). ▪Spell words as accurately as possible using their phonic knowledge and	▪Spell further homophones. ▪Spell words that are often misspelt. ▪Learn to spell new words correctly and have plenty of practice in spelling them. ▪Understand how to place the apostrophe in words with irregular plurals (e.g. children's). ▪Spell words as accurately as possible using their phonic knowledge and	▪Spell words that they have not yet been taught by using what they have learnt about how spelling works in English ▪Spell some words with 'silent' letters, e.g. knight, psalm, solemn. ▪Continue to distinguish between homophones and other words which are often confused. ▪Use knowledge of morphology	▪Be secure with all spelling rules previously taught. ▪Write increasingly confidently, accurately and fluently, spelling with automaticity. ▪Use a number of different strategies interactively in order to spell correctly. ▪Develop self-checking and proof-checking strategies

		▪Use their phonic knowledge when spelling unfamiliar words (i.e. produce phonically plausible spellings). ▪Use the spelling rule for adding –s or –es (i.e. when the word has a /ɪz/ sound). ▪Use the prefix un– for words without any change to the spelling of the root word ▪Write from memory simple sentences dictated by the teacher that include words taught so far.		other knowledge of spelling, such as morphology and etymology.	other knowledge of spelling, such as morphology and etymology.	and etymology in spelling and understand that the spelling of some words needs to be learnt specifically. ▪Use dictionaries to check the spelling and meaning of words. ▪Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. ▪Use a thesaurus.	
Transcription and Key Vocabulary	•To write some irregular common words.	▪Spell common exception words. ▪Spell the days of the week.	▪Learn to spell common exception words. ▪Learn to spell more words with	▪Write from memory simple sentences, dictated by the teacher, that	▪Use the first three letters of a word to check its spelling in a dictionary.	•To increase the speed of their handwriting so that problems with forming letters do not get in the way	▪Use independent spelling strategies for spelling

			contracted forms. ▪Distinguish between homophones and near homophone. ▪Write from memory simple sentences dictated by the teacher that include words and punctuation taught so far.	include words and punctuation taught so far. ▪Learn to spell new words correctly and have plenty of practice in spelling them.	▪Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	of writing down what they want to say. •To be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version.	unfamiliar words.
Prefixes and Suffixes		▪Use suffixes –ing, –ed, –er and –est where no change is needed in the spelling of root words. ▪Apply simple spelling rules and guidelines, as listed in Appendix 1 Supporting Spelling document.	▪Add suffixes -ness and -er to create nouns e.g. happiness, sadness, teacher, baker. ▪ Select, generate and effectively use adjectives. ▪Add suffixes -ful or less to create adjectives e.g. playful, careful, careless, hopeless. ▪Use suffixes -er and -est to	• Use prefixes Un-, mis-, dis-, re-, pre- •Use suffix –ly. •Add suffixes beginning with vowel letters to words of more than one syllables e.g.: forgetting, preferred, gardening, limiting. •Use further prefixes and suffixes and understand the	▪Use the prefixes In-, im-, il-, i-r, sub-, inter-, super-, anti-, auto-. •Understand and add suffixes –ation and –ous. •Use further prefixes and suffixes and understand the guidelines for using them.	▪Use suffixes –ate, -ise, -ify to convert nouns and adjectives into verbs. ▪Investigate verb prefixes e.g. dis-, re-, pre-, mis-, over-. ▪Use further prefixes and suffixes and understand the guidelines for adding them.	

			create adjectives e.g. faster, fastest, smaller, smallest. ▪Use suffix -ly to turn adjectives into adverbs e.g. slowly, gently, carefully.	guidelines for using them.			
Handwriting							
	•To show good Control and coordination in large and small movements. •To move confidently in a range of ways, safely negotiating space. •To handle equipment and tools effectively, including pencils for writing. •To write simple sentences which can be read by themselves and others.	• Sit correctly at a table, holding a pencil comfortably and correctly • begin to 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	Form lower-case letters of the correct size relative to one another. ▪Use upper case letters appropriately e.g. not always writing A as a capital, not using capitals within words. ▪Write upper case letters of the correct size relative to lower case letters. ▪ Start using some of the diagonal and horizontal	▪Form and use the four basic handwriting joins. ▪Write legibly.	▪Write with consistency in size and proportion of letters, e.g. by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.	▪Write fluently. ▪Choose when it is appropriate to print or join writing e.g. printing for labelling a scientific diagram.	▪Write with increasing speed. ▪Choosing the writing implement that is best suited for a task (e.g. quick notes, letters).

		ways) and to practise these.	strokes needed to join letters				