Annesley Primary & Nursery School Progression Map

Subject: Writing

<u>Intent</u>
Writing, given the right environment and stimulus, is an aspect of literacy that can give enormous pleasure. We aim to enable our pupils to consider themselves as 'writers', to encourage confidence and the motivation to want to write and to have sufficient control over the mechanics of writing to allow for skilful development of the writing process. We aim to ensure a balanced mix of approaches to writing so that our pupils achieve the skills required, a positive attitude, confidence as well as creativity and a love of writing. We aim to set high expectations of pupils and to give writing a high profile in all its forms.

Pillar	EYFS	Key Stage 1		Key Stage 2			
	Nursery/Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics and Spelling	• To hear the sounds in words. • To know how to identify the sounds for each letter in phase 2 • To know the first set of tricky words (phase 1/2/3). • To know how to accurately record some di-graphs. • To know how to record the first and last sound in each word. • To know how to make phonetically plausible suggestions when	*To build on prior knowledge and:* • To know how to spell most words containing previously taught phonemes and GPCs accurately. • To know how to spell most common exception words • To know how to use -s and -es to form regular plurals correctly. • To know how to use the prefix 'un'. • To know how to add the suffixes –	*To build on prior knowledge and:* • To know how to segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonetically plausible attempts at others. • To know how to spell many common exception words. • To know how to distinguish	*To build on prior knowledge and:* • To know how to begin to spell some homophones correctly – which witch • To know how to use further prefixes and suffixes and understand how to add them • To know how to use the first 2 or 3 letters of a word to check its spelling in a Dictionary	*To build on prior knowledge and:* • To know how to spell all words with prefixes/suffixes correctly • To know how to spell all homophones correctly • To know how to place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals	*To build on prior knowledge and:* • To know how to spell many words from Y5/6 word list • To know how to spell many complex homophones • To know how to spell some words with 'silent' letters • To know how to use knowledge of morphology and etymology in spelling and understand that the spelling of	*To build on prior knowledge and:* • To know how to spell most words correctly (year 5 and 6).

	recording sounds within words.	ing, -ed, -er and –est to root words. • To know how write the days of the week • To know the name the letters of the alphabet in order • To know how to use letter names to distinguish between alternative spellings of the same sound.	between homophones and near-homophones • To know how to add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly	• To know how to place the possessive apostrophe in words with regular plurals • To know how to form nouns using prefixes (super-, anti-) • To know word families based on common words (solve, solution, dissolve, insoluble)		some words needs to be learnt specifically. • To know how to use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary	
Punctuation	• To know that some marks carry meaning.	*To build on prior knowledge and:* • To know how to use full stops accurately to end sentences. • To know how to use exclamation marks to end sentences. • To know how to use question marks to end sentences. • To know how to use a capital letter for names of people, places, the days of the week, and the	*To build on prior knowledge and:* • To know how to punctuate most sentences with Capital letters • To know how to punctuate most sentences with full stops • To know how to punctuate most sentences with question marks • To know how to use commas in lists • To know how to use apostrophes for omission & singular possession	*To build on prior knowledge and:* • To know how to use inverted commas to indicate speech	*To build on prior knowledge and:* • To know how to use all necessary punctuation from preceding year groups • To know how to use singular possession and plural possession apostrophes with accuracy • To know how to punctuate fronted adverbials with commas consistently. • To know how to punctuate direct	*To build on prior knowledge and:* • To know how to use brackets for parenthesis • To know how to use dashes for parenthesis • To know how to use commas for parenthesis • To know how to use commas to clarify meaning or avoid ambiguity in writing	*To build on prior knowledge and:* • To know how to use inverted commas and punctuate direct speech accurately and consistently. • To know how to correctly use commas for clarity • To know how to correctly use punctuation for parentheses • To know how to use ellipsis • To know how to use hyphens to avoid ambiguity

		personal pronoun 'I'			speech (including punctuation within and surrounding inverted commas).		• To know how to use semicolons, colons or dashes to mark boundaries between independent clauses • To know how to use a colon to introduce a list • To know how to punctuate bullet points consistently
Grammar	• To know to include finger spaces between words.	*To build on prior knowledge and:* • To know how to use adjectives to describe. • To know how to use simple sentence structures. • To know how to use the joining word (conjunction) 'and' to link ideas and sentences.	*To build on prior knowledge and:* • To know how to use coordinating (and/ but/ or) and subordinating (when/ if/ that/ because) conjunctions. • To know how to use present and past tense correctly and consistently • To know how to use expanded noun phrases to describe and specify • To know how to use sentences with different forms: statement, question,	*To build on prior knowledge and:* • To know how to organize paragraphs into themes • To know how to use a wider range of subordinate clauses and conjunctions including when, if, because, although • To know how to begin to use adverbs and prepositions to show time, place and cause • To know how to use 'a' or 'an' correctly.	*To build on prior knowledge and:* • To know how to consistently organise paragraphs around a theme • To know how to maintain tense throughout a piece • To know how to use nouns and pronouns effectively to aid cohesion • To know how to use fronted adverbials • To know the difference between plural and possesive -s	*To build on prior knowledge and:* • To know how to use commas to clarify meaning with increasing accuracy • To know how to sse devices to build cohesion within a paragraph consistently and accurately e.g. then, after that, this, firstly • To know how to use relative clauses with relative pronouns • To know how to use a thesaurus	• To build on prior knowledge and: • To know how to correctly use contracted forms • To know how to use a wide range of conjunctions to build cohesion • To know how to use a range of fronted adverbials to build cohesion • To know how to use a range of pronouns to build cohesion • To know how to use a range of synonyms to build cohesion • To know how to use verb tenses

			exclamation, command • To know some features of written Standard English		• To know Standard English verb inflections (I did vs I done) • To know how to use extended noun phrases, including with prepositions	• To know how to use expanded noun phrases to convey complicated information concisely • To know how to use the perfect form of verbs to mark relationships of time and cause	consistently and correctly throughout writing • To know how to use modal verbs or adverbs to indicate degrees of possibility • To know how to recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms • To know how to use passive verbs to affect the presentation of information in a sentence • To know differences in informal and formal language • To know how to identify and use synonyms and antonyms • To know how to use further cohesive devices such as grammatical connections and adverbials

| Handwriting and Transcription | • To know how to begin to make meaningful marks.
• To know how to mostly write and form recognisable letters. | *To build on prior knowledge and:*

• To know how to write lower case and capital letters in the correct direction, starting and finishing in the right place.
• To know how to write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.
• To know how to sit correctly at a table, holding a pencil comfortably and correctly
•To know how to form digits 0-9
• To know which letters belong to which handwriting 'families' and to practise these | *To build on prior knowledge and:*

• To know to use spacing between words that reflect the size of the letters
• To know how to form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
• To know how to start 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 | *To build on prior knowledge and:*

• To know how to use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
• To know how to increase the legibility, consistency and quality of handwriting | *To build on prior knowledge and:*

• To know how to increase the legibility, consistency and quality of handwriting | *To build on prior knowledge and:*

• To know how to choose which shape of a letter to use when given choices and deciding whether or not to join specific letters
• To know to choose the writing implement that is best suited for a task | *To build on prior knowledge and:*

• To know how to maintain legibility, fluency and speed in handwriting when writing at speed |

| Composition and editing | • To know how to write simple sentences that can be read by others.
• To know how to represent each word within the sentence. | *To build on prior knowledge and:*

• To know how to write sentences in order to create short narratives and non-fiction texts.
• To know how to use some features of different text types (although these may not be consistent).
• To know how to reread writing to check that it makes sense and make suggested changes.
• To know to say out loud what they are going to write about
• To know how to compose a sentence orally before writing it | *To build on prior knowledge and:*

• To know how to write simple and coherent narratives about personal experience and those of others (real or fictional)
• To know how to write about real events recording these simply and clearly
• To know to plan or saying out loud what they are going to write about
• To know how to write down ideas and/or key words, including new vocabulary
• To know how to encapsulate what they want to say, sentence by sentence
• To know how to proofread to check for errors in spelling, grammar and punctuation | *To build on prior knowledge and:*

• To know how to begin to plan their own writing
• To know how to demonstrate an increase understanding of purpose and audience
• To know how to use the structure of a wide range of text types
• To know how to proof read theirs and others' work to check for errors and make improvements
• To know to make ambitious word choices
• To know how to create setting, character and plot
• To know how to discuss writing similar to that which they are planning to write in order to understand and learn from its structure, | *To build on prior knowledge and:*

• To know how to write a range of narratives and non-fiction using a consistent and appropriate structure
• To know how to proof read their own and others' work making clear and accurate amendments
• To know how to create a more detailed setting, characters and plot to fully engage the reader
• To know how to compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures | *To build on prior knowledge and:*

• To know how to write for a range of purposes and audiences confidently selecting appropriate grammar and vocabulary to match the purpose
• To know how to describe the setting, characters and atmosphere to consistently engage the reader
• To know how to use dialogue to convey character and action with increasing confidence
• To know how to proof read to precise longer passages by removing unwanted repetition
• To know how authors have developed characters and | *To build on prior knowledge and:*

• To know how to write effectively for a range of audiences and purpose, selecting the language that shows awareness of reader (1st person diary, direst address in persuasive writing)
• To know how to describe settings in narratives
• To know how to describe characters in narratives
• To know how to describe atmosphere in narrative
• To know how to integrate dialogue in narratives to convey character and advance the action
• To know how to select appropriate grammar and vocabulary, understanding |

			vocabulary and grammar		settings in what pupils have read, listened to or seen performed • To know how to assess the effectiveness of their own and others' writing • To know how to propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • To know how to proofread for spelling and punctuation errors	how such choices can change and enhance meaning • To know how to précis longer passages • To know how to use a wide range of devices to build cohesion within and across paragraphs • To know how to use further organisational and presentational devices to structure text and to guide the reader • To know how to ensurr the consistent and correct use of tense throughout a piece of writing • To know how to ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and

							choosing the appropriate register

Impact (End Points)

EYFS	Key Stage 1		Key Stage 2			
Nursery/Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6