

English Progression Map - Writing

Skill	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spelling	<ul style="list-style-type: none"> • Division of words into syllables • Spelling of words including ff, ll, ss, zz, ck, and nk. • tch pattern and the exceptions rich, which, much, such • v sound usually followed with an e • s/es endings • ing/er/ed endings where no change to the root word is needed • addition of er and est to root adjectives to make comparatives and superlatives where no change is needed • un- prefix • Common compound words <p>Towards the end of Year 1, begin the transition to No Nonsense Spelling in conjunctions with Year 2 teacher, so that children become familiar with strategies for practising spellings.</p>	<p>Autumn Term 1:</p> <ul style="list-style-type: none"> • Revise phase 5 GPCs • Homophones • Common exception words • Proofreading high frequency words <p>Revision of l sound Autumn Term 2:</p> <ul style="list-style-type: none"> • Common exception words • Proof reading CEWs • Phase 5 GPCs that are not secure • Homophones • Dge/ge sound • "s" sound made with a c Spring <p>Term 1: □ l spelt y</p> <ul style="list-style-type: none"> • Contractions • -le at the end of words • Adding -ing, -ed, -er, -est • Adding y • "ay" spelt ey • Near homophones • "r" spelt wr Spring Term 2: • Letters that follow w and qu • Mnemonics • Z spelt s • Adding -es to words ending y • Possessive apostrophe • Suffixes -ful, -less, -ly • -tion • Dictionary skills Summer Term 1: • el at the end of words • -ed, -er, -est • "ull" sound before l and ll • -ment, -ness • Further combinations of sound after "w" <p>Summer Term 2:</p> <ul style="list-style-type: none"> • Homophones • Revision of insecure sounds • il at the end of words <p>Revision of Year 2 content</p>	<p>Autumn Term 1:</p> <ul style="list-style-type: none"> • Suffixes revision -s. -es. -er. -ed. <p>-ing</p> <ul style="list-style-type: none"> • Prefix un-, dis- • Revision: apostrophes for contraction <ul style="list-style-type: none"> • Rarer GPCs, ei/eigh/aigh/ey • Homophones Autumn Term 2: • Homophones • Prefix and suffix revision • Mis- and re- • l spelt y • Proof reading • Gue/que Spring Term 1: • Revise suffixes: -ness, -ful • Sub-, tele- • "tion/sure" sound • -less, -ly <p>Spring Term 2:</p> <ul style="list-style-type: none"> • Consolidation • Super-, auto- □ Homophones • Proofreading • "ch" sounding "k" Summer Term 1: <ul style="list-style-type: none"> • Previously taught suffixes • -ly with root words ending -le, -ic • Rare GPCs • Revision of vowel digraphs <p>Summer Term 2:</p> <ul style="list-style-type: none"> • Year 3 spellings • "ou" • Homophones • Personal spellings lists <p>Consolidation</p>	<p>Autumn Term 1:</p> <ul style="list-style-type: none"> • Statutory word list • "sure" endings • Possessive apostrophe singular • Homophones Autumn Term 2: • Statutory word list • In-, il-, im-, ir- □ Year 3 revision • -ing, -er, -en, -ed Spring Term 1: □ <p>"gu"</p> <ul style="list-style-type: none"> • Word lists • -ture • Possessive plural apostrophes • Homophones • Error analysis Spring Term 2: • Proofreading • Anti-, inter- • -cian, -sion, -tion, -ssion • Word lists <p>Summer Term 1:</p> <ul style="list-style-type: none"> • "s" spelt "sc" • -sion • Statutory lists • Possessive apostrophes singular and plural • Homophones • Revision <p>Summer Term 2:</p> <ul style="list-style-type: none"> • -ous • Revision of prefixes: un-, dis-, in-, re-, sub-, inter-, super-, anti-, auto-, • Suffix revision: -ly, -y, -le, -ic <p>Consolidation</p>	<p>Autumn Term 1:</p> <ul style="list-style-type: none"> □ ough • silent letters • Statutory word list • -ible, -able • Homophones Autumn Term 2: • Statutory word list • Plurals -s, -es, -ies • Revision of apostrophes • Hyphens • Proofreading • Word webs with dictionaries <p>Spring Term 1:</p> <ul style="list-style-type: none"> • Apostrophes • Statutory word list • -ably, -ibly • Homophones Spring Term 2: • Proofreading • Root words • Homophones • Statutory words • l before e <p>Summer Term 1:</p> <ul style="list-style-type: none"> • Spelling strategies • Etymology • Statutory word lists • Homophones Summer Term 2: □ <p>Revision</p> <ul style="list-style-type: none"> • Proofreading • Problem suffixes • Homophones <p>Consolidation</p>	<p>Autumn Term 1:</p> <ul style="list-style-type: none"> • Statutory word list • Revision: -able/-ible/-ably/-ibly • Suffixes to words ending -fer • SATs practice □ Proofreading <p>Autumn Term 2:</p> <ul style="list-style-type: none"> • Statutory words • Homophones (ce/se) • -cious, -tious • Revision <p>Spring Term 1:</p> <ul style="list-style-type: none"> • -ough • -cial, -tial • Proofreading • Generating words from prefixes • Statutory words Spring Term 2: • Homophones • Revision • Generating words from root words □ Statutory words Summer Term 1: • Rare GPCs from word list • -ance, -ancy • Root words and meanings <p>Summer Term 2:</p> <ul style="list-style-type: none"> • Revision • -ent, -ence, -ency • Homophones • Commonly misspelt homophones

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Handwriting	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 ways) and to practise these. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • form lower-case letters of the correct size relative to one another • 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 • write capital letters and digits of the correct size, orientation and relationship to one • another and to lower case letters • use spacing between words that reflects the size of the letters. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 • increase the legibility, consistency and quality of their handwriting 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 • increase the legibility, consistency and quality of their handwriting 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • increase the legibility, consistency and quality of their handwriting 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • increase the legibility, consistency and quality of their handwriting
Punctuation and Grammar	<p>Chn must be taught:</p> <p>prefix un and suffixes ed, ing, er, s, es, ed but do not need to know the terminology yet.</p> <ul style="list-style-type: none"> • How words join together to make sentences • Sequencing of sentences to form simple narrative • Finger spaces <p>Punctuation:</p> <ul style="list-style-type: none"> • Capital letters including for “I” • Full stops • Question marks • Exclamation marks • Introduce comma between items in a list <p><u>Terminology pupils must know:</u> letter, capital, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</p>	<p>Chn must be taught:</p> <ul style="list-style-type: none"> • Correct choice of past and present tense • Formation of adjectives using suffixes • Turning adjectives into adverbs using ly • Subordination using when, if, because • Co-ordination using but, or, and • How to expand nouns to noun phrases e.g. “butterfly” to “the blue butterfly” <p>Punctuation:</p> <ul style="list-style-type: none"> • Capital letters • Full stops • Exclamation marks • Question marks • Commas in lists • Apostrophes for omission and possession <p><u>Terminology pupils must know:</u> Noun, Noun phrase, Statement, Question, Exclamation, Command, Compound, Suffix, Adjective, Adverb, Verb, Tense (past & present), Apostrophe, Comma</p>	<p>Chn must be taught:</p> <ul style="list-style-type: none"> • A or AN • How to form nouns using prefixes super-, anti- and auto- • How word families are related through a common root word: e.g. solve, solution, solver, dissolve, insoluble • Time, place and causal connectives, adverbs and prepositions including: after, before, while, so, because, during, in, on, therefore, soon, under • Paragraphing • Headings and subheadings • Different ways of writing the past tense: he has gone out to play or he went out to play <p>Punctuation:</p> <p>As Year 2, but additionally:</p> <ul style="list-style-type: none"> • Inverted commas • Introduce commas to separate clauses within sentences where there is a conjunction <p><u>Terminology pupils must know:</u> preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, vowel, inverted commas</p>	<p>Pupils must be taught:</p> <ul style="list-style-type: none"> • The difference between plural and possessive “s” • Correct speech of standard English: we were, not we was, we did not we done • Noun phrases expanded using prepositional phrases too: “The teacher” becomes “The <i>strict</i> teacher <i>with brown hair</i>” • Fronted adverbials • Paragraphing around themes • Use of pronouns to avoid repetition <p>Punctuation:</p> <p>As Year 3, but additionally:</p> <ul style="list-style-type: none"> • Commas before the use of inverted commas • Correct punctuation before closing inverted commas • Apostrophes for plural possession • Commas after fronted adverbials • Colons to begin a list and to separate description and detail <p><u>Terminology pupils must know:</u> determiner, pronoun, possessive pronoun, adverbial</p>	<p>Chn must be taught to:</p> <ul style="list-style-type: none"> • Convert nouns or adjectives to verbs using the suffixes –ate, -ise, -ify • Use verb prefixes including dis-, de-, mis-, over-, and re- • Relative clauses • Indicate degrees of possibility using adverbs and modal verbs, e.g. perhaps, surely, would, could, should, might, must • Link ideas within paragraphs to create sustained texts <p>Punctuation:</p> <p>As Year 4, but additionally:</p> <ul style="list-style-type: none"> • Brackets • Dashes • Commas to indicate parenthesis • Use commas to clarify meaning or avoid ambiguity • Semicolons to separate two linked clauses <p><u>Terminology pupils must know:</u> modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</p>	<p>Chn must be taught to:</p> <ul style="list-style-type: none"> • Know the difference between informal and formal speech • Recognise related meanings e.g. synonyms and antonyms • Use active and passive voices • Subjunctive forms • Use of cohesive forms to link paragraphs e.g. ellipsis, adverbials like on the other hand <p>Punctuation:</p> <p>To be secure in the use of all punctuation forms including:</p> <ul style="list-style-type: none"> • Semicolon • Colon • Dash • Hyphens and commas to avoid ambiguity • Ellipsis <p><u>Terminology pupils must learn:</u> subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semicolon, bullet points</p>

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Sentence Types	<p>LIST sentences (Pg.43) No less than 3 and no more than 4 adjectives before a noun – (in later years combine with alliteration to extend)</p> <p>2A/4A sentences (pg 13) A 2A sentence has 2 adjectives before the 1st noun. To make a 4A sentence include a second noun with two more adjectives.</p> <p>BOYS sentences (BUT, OR, SO) Leave “yet” for Year 2</p> <p><u>Figurative language features:</u></p> <p>Onomatopoeia (children do not need to know the name at this point)</p> <p>Rhyming words</p> <p>Write Stuff unit plans may suggest alternative figurative language features found in the BOOMTASTIC lenses.</p>	<p>BOYS sentences (BUT, Or, Yet, So) A2 part sentence with a coordinating conjunction; 1st part ending with a comma the 2nd part beginning with the coordinating conjunction.</p> <p>Double ly ending A simple sentence that is extended by 2 adverbs of manner</p> <p>Subordination that/who/then/if/because</p> <p><u>Figurative language features:</u></p> <p>Rhyme in sentences</p> <p>Alliteration</p> <p>Write Stuff unit plans may suggest alternative figurative language features found in the BOOMTASTIC lenses.</p>	<p>Embedded subordinate clause (NOUN, who/which/where) The dog, who was brown and hairy, gnawed his bone.</p> <p>3_ed sentences A 3_ed sentence begins with 3 related adjectives, each ending in ed.</p> <p>The more, the more This sentence is a pared form, particularly useful when developing a character trait in a story</p> <p>2 Pairs Sentences beginning with 2 pairs of related adjectives</p> <p><u>Figurative language features:</u></p> <p>Similes</p> <p>Repetition</p> <p>Write Stuff unit plans may suggest alternative figurative language features found in the BOOMTASTIC lenses.</p>	<p>Emotion word, comma Begins with an adjective that describes and emotion, followed by a comma</p> <p>Verb, Person Sentences beginning with the verb, and then the name – giving greater importance to the verb.</p> <p>De:De A compound sentence in which 2 independent clauses are separated by a :</p> <p>SOME: others Compound sentences that uses a : instead of a conjunction</p> <p><u>Figurative language features:</u></p> <p>Personification</p> <p>Metaphor</p> <p>Write Stuff unit plans may suggest alternative figurative language features found in the BOOMTASTIC lenses.</p>	<p>MANY QUESTIONS Useful sentence type to introduce expanded use of punctuation</p> <p>Ad, same ad Contains 2 identical adjectives, repeated shortly after each other</p> <p>If, If, If, then 3 independent clauses in series</p> <p>SHORT sentences Need to be used in context to be effective</p> <p>O. (I.) sentences Outside: Inside describes how the character is perceived and how they feel</p> <p><u>Figurative language features:</u></p> <p>Pathetic fallacy</p> <p>Write Stuff unit plans may suggest alternative figurative language features found in the BOOMTASTIC lenses.</p>	<p>Irony Deliberately overstates how good or bad something is</p> <p>IMAGINE 3 examples: Sentence begins with the word ‘imagine’, and then describes 3 facets of something (often a time or place)</p> <p>____ing, ____ed Complex sentences, showing command over tenses</p> <p>3 bad- question? 3 negative adjectives, separated by commas, followed by a – and then a question. Can be varied to 3 good</p> <p>P.C. neither nor, either or, both as</p> <p><u>Figurative language features:</u></p> <p>Extended metaphor</p> <p>Pun</p> <p>Write Stuff unit plans may suggest alternative figurative language features found in the BOOMTASTIC lenses.</p>
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