

# Great Horwood School Writing - Skills and Knowledge Progression Map

## Autumn Term

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Spelling</b>	<ul style="list-style-type: none"> <li>I spell unknown words using my phonemes (sounds). (<i>phonetically plausible</i>)</li> </ul>	<ul style="list-style-type: none"> <li>I segment spoken words into phonemes and record these as graphemes. (<i>Single syllable words and multisyllabic words segmented into spoken words and phonemes represented by a phonetically plausible spelling. E.g. yesterday, exsighting, speshal, diffrent</i>)</li> </ul>	<ul style="list-style-type: none"> <li>I use the first two or three letters of a word to check its spelling in a dictionary.</li> </ul>	<ul style="list-style-type: none"> <li>I use the first two or three letters of a word to check its spelling in a dictionary.</li> </ul>	<ul style="list-style-type: none"> <li>I form verbs with prefixes, for example, dis, de, mis, over and re.</li> <li>I use the first three or four letters of a word to check spelling, meaning or both in a dictionary.</li> <li>I begin to proof read my work for spelling and punctuation errors.</li> </ul>	<ul style="list-style-type: none"> <li>I use a range of spelling strategies not just phonics.</li> <li>I use a dictionary to check spelling/meaning.</li> <li>I proof read and edit my work to check for spelling and punctuation errors. (Year 3 and 4 and Year 5/6 word lists)</li> <li>I ensure I use the correct homophone. (<i>see Year 5/6 homophone list</i>)</li> <li>I spell most words with silent letters.</li> </ul>
<b>Handwriting</b>	<ul style="list-style-type: none"> <li>I sit correctly at a table, holding a pencil comfortably and correctly.</li> <li>I form the digits 0-9 correctly.</li> </ul>	<ul style="list-style-type: none"> <li>I use some of the diagonal and horizontal strokes needed to join letters.</li> <li>I understand which letters, when adjacent to one another, are best left unjoined.</li> <li>I write capital letters (and digits) of the correct size/ orientation to one another.</li> </ul>	<ul style="list-style-type: none"> <li>I increase the legibility, consistency and quality of my handwriting.</li> <li>I understand which letters, when adjacent to one another, are best left unjoined.</li> <li>I use the diagonal and horizontal strokes that are needed to join letters.</li> </ul>	<ul style="list-style-type: none"> <li>I use the diagonal and horizontal strokes that are needed to join letters.</li> <li>I understand which letters, when adjacent to one another, are best left un-joined. b/p/s/x</li> </ul>	<ul style="list-style-type: none"> <li>I choose which shape of a letter to use when given choices and deciding, as part of my personal style, whether, or not, to join specific letters.</li> <li>I choose the writing implement that is best suited for a task. (e.g. quick notes, letters).</li> </ul>	<ul style="list-style-type: none"> <li>I produce legible joined handwriting and develop my own personal fluent joined handwriting style. (<i>join/not join specific letters- loops</i>)</li> </ul>
<b>Composition</b>	<ul style="list-style-type: none"> <li>I say a sentence out loud before I write it down. (<i>Hold a sentence</i>)</li> </ul>	<ul style="list-style-type: none"> <li>I develop stamina for writing by writing for different purposes. (<i>Real and fictional/own and other's experiences-</i></li> </ul>	<ul style="list-style-type: none"> <li>I write a non-narrative using simple organisational devices such as headings and sub-headings.</li> <li>In narrative writing, I</li> </ul>	<ul style="list-style-type: none"> <li>I write from memory simple dictated sentences that include words and punctuation taught.</li> <li>My narrative writing is</li> </ul>	<ul style="list-style-type: none"> <li>My writing shows that I aim for a range of audiences and the purpose of my writing is to inform, entertain or persuade.</li> </ul>	<ul style="list-style-type: none"> <li>I use a thesaurus to develop word understanding and build a bank of antonyms and synonyms.</li> </ul>

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		<i>including simple narratives, poems and recounts)</i>	develop resolutions and endings.	organised into clear sequences with more than a basic beginning, middle and end.	<ul style="list-style-type: none"> <li>I organise writing into paragraphs to show different information or events. (TIP TOP – Time, Place, Topic, Person Speaking) (paragraphs can be extended or developed- main point, topic, event, idea with an explanation or additional detail)</li> </ul>	
<b>Grammar</b>	<ul style="list-style-type: none"> <li>I use the personal pronoun 'I'</li> </ul>	<ul style="list-style-type: none"> <li>My word choices are thoughtful and sometimes ambitious with specific or technical vocabulary used in non-narrative writing.</li> </ul>	<ul style="list-style-type: none"> <li>I use a range of sentences with more than one clause by using a wider range of conjunctions in my writing. (<i>when, if, because, although</i>)</li> <li>I recognise and use determiners 'a', 'an' and 'the' appropriately. (an apple; a house; the yellow car /the an a)</li> </ul>	<ul style="list-style-type: none"> <li>I use a range of sentences with more than one clause- through use of conjunctions.</li> <li>'<i>We put our umbrellas up when it rained</i>' becomes '<i>When it rained, we put up our umbrellas.</i>'</li> <li>I use of a wider range of conjunctions, such as, although, however, despite, as well as:</li> <li>I use the correct article 'a' or 'an'.</li> <li>My sentences are often opened in different ways to create effects.</li> </ul>	<ul style="list-style-type: none"> <li>I ensure the correct and consistent use of tense throughout a piece of writing.</li> <li>I start sentences in different ways. (<i>-ed/-ing/simile openers, adverbials, conjunctions, not with the pronouns I, He, She, They, It, Him, Her etc. or The</i>). (<i>adverbials of time- Later, When the, As the dawn broke,</i>) (<i>adverbials of place- nearby, Inside, On top of, Over the rainbow, In a nearby village,</i>) (<i>manner- as quick as a flash, with legs swinging in the air,</i>)</li> <li>I use a thesaurus for alternative word choices.</li> </ul>	<ul style="list-style-type: none"> <li>I use the correct tense throughout a piece of writing.</li> <li>I use modal verbs mostly appropriately to suggest degrees of possibility. (could, would, might)</li> <li>I add precision, detail and qualification using prepositional phrases and adverbs.</li> <li>I effectively draft my work so that I enhance meaning and adapt my grammar choices for effect.</li> </ul>
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>I leave spaces between words.</li> <li>I use a capital letter for</li> </ul>	<ul style="list-style-type: none"> <li>I use full stops and capital letters- most are correct. (<i>This will</i></li> </ul>	<ul style="list-style-type: none"> <li>I begin to use inverted commas for some direct speech</li> </ul>	<ul style="list-style-type: none"> <li>All my sentences are correctly demarcated.</li> </ul>	<ul style="list-style-type: none"> <li>I use commas to clarify meaning or avoid ambiguity in writing.</li> </ul>	<ul style="list-style-type: none"> <li>I can mostly use commas correctly to mark phrases and</li> </ul>

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	the start of a sentence.	<i>be consistent across a range of dictated and independent writing)</i> <ul style="list-style-type: none"> <li>I mostly use exclamation and question marks accurately to demarcate sentences.</li> </ul>	punctuation.			clauses- clarity.
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## Spring Term

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Spelling</b>	<ul style="list-style-type: none"> <li>I use the suffixes -ing, -ed, -er and -est where no change is needed in the spelling of root words.</li> <li>I write from memory simple dictated sentences including the words taught so far.</li> </ul>	<ul style="list-style-type: none"> <li>I spell longer words using suffixes such as ment, ness, ful, less, ly (<i>Root words ending in a consonant- merriment, happiness, plentiful, penniless, happily, quickly, thoughtless/ful/ly</i>)</li> <li>I spell common exception words (door, because, sugar, people, - see Year 2 spelling list)</li> </ul>	<ul style="list-style-type: none"> <li>I spell words with additional prefixes and suffixes and understand how to add them to root words. (<i>from nouns using super, anti, auto</i>)</li> <li>I spell correctly word families based on common words. (<i>solve, solution, solver</i>)</li> <li>I identify the root word in longer words.</li> </ul>	<ul style="list-style-type: none"> <li>I spell words with additional prefixes and suffixes and understand how to add them to root words. (– ation, ous, ion, ian)</li> <li>I use plural ‘s’ and possessive ‘s’ correctly. (The girls were playing football. The girls’ football boots. The girl’s football boots.)</li> </ul>	<ul style="list-style-type: none"> <li>I spell some words with ‘silent’ letter. (<i>e.g. knight, psalm, solemn</i>)</li> <li>I convert nouns and adjectives into verbs by adding a suffix, for example, ate, ise, ify.</li> <li>I distinguish between homophones and other words which are often confused. (<i>guessed/guest; serial/cereal; bridal/bridle; altar/alter; desert/dessert; draft/draught; stationary/ stationery; principal/principle</i>)</li> </ul>	<ul style="list-style-type: none"> <li>I change verbs into nouns by adding suffixes. (<i>tion/sion/ment – cancel- cancellation/ expand- expansion/ excite- excitement/ enjoy- enjoyment</i>)</li> </ul>
<b>Handwriting</b>	<ul style="list-style-type: none"> <li>I form lower case letters in the correct direction, starting and finishing in the right place. (<i>cursive- leads, kicks and flicks</i>)</li> </ul>	<ul style="list-style-type: none"> <li>I use spacing between words that reflects the size of the letters.</li> </ul>	<ul style="list-style-type: none"> <li>I increase the legibility, consistency and quality of my handwriting.</li> <li>I understand which letters, when adjacent to one another, are best left unjoined.</li> <li>I use the diagonal and</li> </ul>	<ul style="list-style-type: none"> <li>I increase the legibility, consistency and quality of my handwriting: down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that the</li> </ul>	<ul style="list-style-type: none"> <li>I choose which shape of a letter to use when given choices and deciding, as part of my personal style, whether, or not, to join specific letters.</li> <li>I choose the writing implement that is best</li> </ul>	<ul style="list-style-type: none"> <li>I produce legible joined handwriting and develop my own personal fluent joined handwriting style. (<i>join/not join specific letters- loops</i>)</li> </ul>

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			horizontal strokes that are needed to join letters.	ascenders and descenders of letters do not touch.	suited for a task. (e.g. quick notes, letters).	
<b>Composition</b>	<ul style="list-style-type: none"> <li>I plan my writing by saying what I am going to write about. (<i>build a sentence</i>)</li> <li>I read my own writing aloud so it can be heard by others and check for sense. ('Oops, I forgot to put a capital letter after that full stop.'; 'I used my sounds to help me spell that long word.')</li> </ul>	<ul style="list-style-type: none"> <li>I plan and discuss the content of my writing. (<i>Jotting down ideas, planning the structure, oral rehearsal of what they want to say, sentence by sentence</i>)</li> <li>I evaluate my writing independently, with peers and with my teacher by making simple additions and corrections. (<i>Re-reading to check for sense; verbs used correctly E.g. Pupil writes 'I sitted under the tree and eated my lunch' becomes 'sat and ate'</i>)</li> <li>I write, from memory, simple dictated sentences.</li> </ul>	<ul style="list-style-type: none"> <li>I make improvements by proposing changes to grammar and vocabulary to improve consistency. (<i>The accurate use of pronouns in sentences/ tenses</i>)</li> <li>I look at and discuss different models of writing, taking account of purpose and audience.</li> <li>I plan my writing by discussing and recording ideas. (<i>timeline, flowchart, spider diagram, jottings</i>)</li> <li>I write a narrative with a clear structure, setting, characters and plot.</li> <li>I suggest improvement to my writing through assessing the writing with peers and through self-assessment.</li> </ul>	<ul style="list-style-type: none"> <li>I write a narrative with a clear structure, setting, characters and plot.</li> <li>I include key vocabulary and grammar choices that link to the style of writing. (e.g.: Scientific words/ historical words/ words that fit with the context, e.g. science fiction)</li> </ul>	<ul style="list-style-type: none"> <li>I link ideas within paragraphs. (connecting adverbs and adverbials for time (when); place (where); how (as/with))</li> <li>I develop characters through action, description and dialogue. (Correct and effective use of speech, "Well done, you can use speech marks correctly!" exclaimed the teacher proudly. Description of action through well-chosen adjectives, verbs and adverbs).</li> <li>I add well-chosen detail to interest the reader. (Expanded noun phrases-'the small playground with the horizontal climbing wall...; the north coast beaches with the best surf...; a tiny kitten with its eyes barely open...').</li> </ul>	<ul style="list-style-type: none"> <li>I use paragraphs correctly so that each one has a clear topic, and has a signal of change in time, place or event. (<i>TIP TOP</i>)</li> <li>I adapt the grammar and vocabulary used in my writing to suit the audience and purpose. (choose the appropriate form and register/ structure/ layout)</li> <li>I create atmosphere and describe settings- I use antonyms and synonyms to enhance the description.</li> <li>I describe and integrate dialogue to convey character and advance the action. (use of inverted commas, mostly correct)</li> <li>I add detail to my writing by using expanded noun phrases to add precision, detail and qualification.</li> </ul>
<b>Grammar</b>	<ul style="list-style-type: none"> <li>I use 'and' to join ideas within a sentence. ('I went to the park and played on the swing.')</li> </ul>	<ul style="list-style-type: none"> <li>I use expanded noun phrases to describe, expand and specify. ('the delicate, blue butterfly flew off into the humid, summer</li> </ul>	<ul style="list-style-type: none"> <li>I use the perfect form of verbs instead of the simple past. (<i>I have written it down so we can check what he said</i>) (<i>he has worked</i></li> </ul>	<ul style="list-style-type: none"> <li>I use appropriate nouns or pronouns within and across sentences to support cohesion and avoid repetition. (When I</li> </ul>	<ul style="list-style-type: none"> <li>I use stylistic devices to create effects in writing. (<i>simile, metaphor, personification</i>)</li> <li>I use modal verbs or</li> </ul>	<ul style="list-style-type: none"> <li>I use a range of cohesive devices*, including adverbials, within and across sentences and paragraphs.</li> </ul>

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		<i>sky')</i> <ul style="list-style-type: none"> <li>I use subordination (using when, if, that or because). (<i>Consistent use of both e.g.: You need to pack your raincoat because it is going to rain later.</i>)</li> </ul>	<i>hard)</i> <ul style="list-style-type: none"> <li>I understand the purpose of adverbs.</li> <li>I use adverbs effectively in my writing.</li> <li>I use conjunctions, adverbs and prepositions to express time and cause. (<i>the next thing, next, soon, so, before, after, during, in, because of</i>)</li> </ul>	was writing about bees, the hive and the queen. I remembered to write 'they', 'it', and 'she' every other time, so that my writing was less repetitive). <ul style="list-style-type: none"> <li>I make improvements to my writing by proposing changes to grammar and vocabulary to improve consistency. (e.g. accurate use of pronouns in sentences; 'I forgot to put the comma after a fronted adverbial'; realise the spelling of properly is wrong).</li> <li>I use fronted adverbials of place, time and manner, including the use of a comma. ('Later that day, I went shopping',</li> </ul>	adverbs to indicate degrees of possibility. (There might be.... It could be....we may be...sometimes....possibly....occasionally...) <ul style="list-style-type: none"> <li>I use relative clauses beginning with who, which, where, when, whose, that or with an implied. (i.e. omitted) relative pronoun (Drop-in Sentence)</li> <li>I suggest changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</li> </ul>	(Pronouns/ adverbials, conjunctions, similes, -ing, -ed, adverb openers/ repetition of key words for effect/ prepositional phrases/ tenses are secure/ellipses in narratives) <ul style="list-style-type: none"> <li>I ensure correct subject verb agreement in singular and plural. e.g. was – I (one person) were – we (more than one- the children were)</li> <li>I use a wide range of clause structures, sometimes varying their position within the sentence. (<i>Relative clauses/ embedded clauses/subordinate and coordinating clauses/ adverbials/ prepositional clauses</i>).</li> <li>I use structures typical of very formal speech. (Subjunctive forms- If I were/ Were they to come, or questions tags- he is your friend, isn't he?)</li> </ul>
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>I begin to use other punctuation such as exclamation and question marks.</li> <li>I use a full stop accurately.</li> </ul>	<ul style="list-style-type: none"> <li>I use capital letters for the personal pronoun I and for most proper nouns.</li> </ul>	<ul style="list-style-type: none"> <li>I use apostrophes for possession with increasing accuracy including plural possession.</li> </ul>	<ul style="list-style-type: none"> <li>I use the apostrophe for omission and possession. – (women's rights, boys' cloakroom)</li> <li>I secure the use of punctuation in direct speech-, including a</li> </ul>	<ul style="list-style-type: none"> <li>I use colons to introduce a list.</li> <li>I use inverted commas and other punctuation to accurately indicate direct speech.</li> </ul>	<ul style="list-style-type: none"> <li>I make some correct use of a further range of punctuation across a range of writing. (Colons to start lists; semi colons to separate items in lists and hyphens to</li> </ul>

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				comma after the reporting clause. (The conductor shouted, "Sit down!")		emphasis ideas/ use of semi colon/ colon to mark clauses- It's raining; I'm fed up) <ul style="list-style-type: none"> <li>I can use punctuation for parenthesis, mostly correctly. (brackets/commas/hyphens)</li> </ul>
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## Summer Term

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Spelling</b>	<ul style="list-style-type: none"> <li>I use letter names to show alternative spellings of the same phonemes.</li> <li>I spell words that use suffixes for plurals or 3<sup>rd</sup> person. (E.g.: adding s/es; box, fox, fix, pencil, pen)</li> </ul>	<ul style="list-style-type: none"> <li>I use apostrophes for the most common contracted words. (e.g. don't, won't, I'll, I'm, won't)</li> <li>I spell words with different spellings (multisyllabic words containing new spellings eg: race, ice, knock, gnat, typewriter, margarine, muckspreader)</li> <li>I identify and apply my knowledge of homophones/ near homophones (There/their/they're; here/hear; quite/quiet; bare/bear; some/sum; blew/blue; knight/night)</li> </ul>	<ul style="list-style-type: none"> <li>I recognise and spell additional homophones. (he'll/heel/heal)</li> <li>I make comparisons from a word already known to apply to an unfamiliar word.</li> <li>I spell some identified commonly misspelt words from the Year 3 and 4-word list.</li> </ul>	<ul style="list-style-type: none"> <li>I recognise and spell additional homophones. (accept/except; whose/who's; whether/weather; peace/piece; medal/meddle)</li> <li>I spell identified commonly misspelt words from the Year 3 and 4 word list.</li> </ul>	<ul style="list-style-type: none"> <li>I can spell identified commonly misspelt words from Year 5 and 6-word list. (Draw on knowledge of root words e.g.: ordinary to spell extra ordinary/ordinarily)</li> </ul>	<ul style="list-style-type: none"> <li>I make sure that I can spell the vast majority of words that appear in the Year 5/6 list.</li> </ul>
<b>Handwriting</b>	<ul style="list-style-type: none"> <li>I name the letters of the alphabet in order.</li> </ul>	<ul style="list-style-type: none"> <li>I form lower case letters of the correct</li> </ul>	<ul style="list-style-type: none"> <li>I increase the legibility, consistency</li> </ul>	<ul style="list-style-type: none"> <li>I increase the legibility, consistency</li> </ul>	<ul style="list-style-type: none"> <li>I choose which shape of a letter to use</li> </ul>	<ul style="list-style-type: none"> <li>I produce legible joined handwriting and develop</li> </ul>

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	<ul style="list-style-type: none"> <li>I form capital letters.</li> </ul>	size relative to one another.	and quality of my handwriting. <ul style="list-style-type: none"> <li>I understand which letters, when adjacent to one another, are best left unjoined.</li> <li>I use the diagonal and horizontal strokes that are needed to join letters.</li> </ul>	and quality of my handwriting. <ul style="list-style-type: none"> <li>I understand which letters, when adjacent to one another, are best left unjoined.</li> <li>I use the diagonal and horizontal strokes that are needed to join letters.</li> </ul>	when given choices and deciding, as part of my personal style, whether, or not, to join specific letters. <ul style="list-style-type: none"> <li>I choose the writing implement that is best suited for a task. (e.g. quick notes, letters).</li> </ul>	my own personal fluent joined handwriting style. <i>(join/not join specific letters- loops)</i>
<b>Composition</b>	<ul style="list-style-type: none"> <li>I sequence sentences to form short narratives. <i>(Beginning/middle/end- sentences link and build on from each other- The cat walked down the road. It was bright orange and fluffy. It wanted to get home.)</i></li> <li>I use sequence sentences in chronological order to recount an event /experience. <i>(Basic adverbials for when- First, Then, Next, After that)</i></li> </ul>	<ul style="list-style-type: none"> <li>I proof-read to check for errors in spelling, grammar and punctuation. <i>(Will spot most of their own spelling and errors quickly. e.g. 'This should be an exclamation because she's shouting for help' 'I forgot to double the p of stop when adding -ing')</i></li> <li>I make changes, sometimes independently and sometimes in discussion with an adult, to improve the effect and impact of my writing.</li> </ul>	<ul style="list-style-type: none"> <li>I identify structure, grammatical features and use of vocabulary for effect in texts.</li> <li>I compose sentences using a wider range of structures linked to the grammar objectives. <i>(e.g. tenses – including present perfect/subordinate clauses/ co-ordinating conjunctions.</i></li> <li>I begin to organise paragraphs around a theme. <i>(Supported by planning then moving to independence)</i></li> </ul>	<ul style="list-style-type: none"> <li>I begin to open paragraphs with topic sentences and organise them around a theme. (Boxing up method independently; five-part story volcano; chunking their writing into paragraphs- they then use this to ensure they have accurate paragraphs and how to demarcate them).</li> <li>My endings are developed and close the narrative appropriately relating to the beginning or a change in a character.</li> </ul>	<ul style="list-style-type: none"> <li>My settings are used to not only create atmosphere, but also to indicate a change.</li> <li>Models from my reading are often used or integrated into my writing.</li> <li>I manage shifts in time and place effectively and guide the reader through my text.</li> </ul>	<ul style="list-style-type: none"> <li>My second drafts show evaluative and reflective thinking which is evidenced by thoughtful and effective changes made to create effects and to impact on the reader.</li> <li>My writing is evaluated as a matter of course and proof reading ensures a high level of accuracy</li> </ul>
<b>Grammar</b>	<ul style="list-style-type: none"> <li>I may attempt to use other conjunctions.</li> <li>I make sure that word choices are relevant to the context and I use word banks to support this.</li> <li>I begin to use adjectives to add</li> </ul>	<ul style="list-style-type: none"> <li>I use sentences with different forms: statements, questions, exclamations and commands. <i>(‘The colourful butterfly flew from flower to flower’ ‘Where do</i></li> </ul>	<ul style="list-style-type: none"> <li>Word choices are adventurous and carefully selected to add detail and to engage the reader.</li> <li>Detail is added by the expansion of noun phrases before and after the noun and</li> </ul>	<ul style="list-style-type: none"> <li>I use expanded noun phrases with modifying adjectives. <i>(‘The strict teacher with curly hair.’)</i></li> <li>I use adverbs and prepositions to express time, place and cause.</li> </ul>	<ul style="list-style-type: none"> <li>I use the perfect form of verbs to mark relationships of time and cause. (e.g. She has gone on holiday, and is not back yet. The coach has left without you, because you have just arrived</li> </ul>	<ul style="list-style-type: none"> <li>I use modal verbs and adverbs to position an argument as well as indicate degrees of possibility, probability and certainty.</li> <li>I use a range of verb forms to create more subtle meanings.</li> </ul>

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	<p>detail to my sentences.</p>	<p><i>clouds come from?’ ‘What big eyes you have!’ Sift the flour and mix the other ingredients’)</i></p> <ul style="list-style-type: none"> <li>• I use co-ordination (using or, and or but) <i>You remembered your book bag but forgot your packed lunch.)</i></li> <li>• I use present and past tenses correctly and consistently including the progressive form. <i>(Consistently makes the correct choice eg: ‘She is drumming; she drummed, she was drumming’</i></li> <li>• I use adjectives, adverbs and expanded noun phrases to add detail and specify.</li> </ul>	<p>with the use of adverbials.</p>	<ul style="list-style-type: none"> <li>▪ I build cohesion within paragraphs through controlled use of tenses; subordinating and co-ordinating conjunctions.</li> <li>▪ I use standard English for verb inflections- instead of spoken forms. (We were- instead of we was, or I did instead of I done. He is/his instead of he’s)</li> </ul>	<p>late.)</p> <ul style="list-style-type: none"> <li>▪ I choose words for deliberate effect and I use them thoughtfully and with precision.</li> </ul>	<ul style="list-style-type: none"> <li>▪ I use the passive voice to present information with a different emphasis. (I broke the window in the greenhouse- The window of the greenhouse was broken (by me).</li> <li>▪ My vocabulary choices are imaginative and words are used precisely and appropriately to create impact and enhance meaning.</li> </ul>
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>▪ I use capital letters for the names of people, places and days of the week. <i>(Aa)</i></li> </ul>	<ul style="list-style-type: none"> <li>• I begin to use commas to separate items in a list.</li> <li>• I sometimes use apostrophes for singular possession.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Commas are sometimes used to mark clauses and phrases.</li> </ul>	<ul style="list-style-type: none"> <li>▪ I almost always use commas for fronted adverbials.</li> </ul>	<ul style="list-style-type: none"> <li>▪ I use brackets, dashes or commas to indicate parenthesis. Outside I was smiling (Inside I was angrier than a bull about the charge).</li> </ul>	
<p>To apply Y1 spelling rules and guidance*, which includes:</p> <p>the sounds /f/, /l/, /s/, /z/ and /k/ spelt ‘ff’, ‘ll’, ‘ss’, ‘zz’ and ‘ck’ and exceptions;</p> <ul style="list-style-type: none"> <li>• the /ŋ/ sound spelt ‘n’ before ‘k’ (e.g. bank, think);</li> <li>• dividing words into syllables (e.g. rabbit, carrot);</li> <li>• the /tʃ/ sound is usually spelt as ‘tch’ and exceptions;</li> <li>• the /v/ sound at the end of words where the letter ‘e’ usually needs to be added (e.g. have, live);</li> <li>• adding -s and -es to words (plural of nouns and the third person singular of verbs);</li> <li>• adding the endings -ing, -ed and -er to verbs where no change is needed to the root word (e.g. buzzer,</li> </ul>				<p>To apply further Y2 spelling rules and guidance*, which includes:</p> <p>the /dʒ/ sound spelt as ‘ge’ and ‘dge’ (e.g. fudge, huge) or spelt as ‘g’ or ‘j’ elsewhere in words (e.g. magic, adjust);</p> <ul style="list-style-type: none"> <li>• the /s/ sound spelt ‘c’ before ‘e’, ‘i’ and ‘y’ (e.g. race, ice, cell);</li> <li>• the /n/ sound spelt ‘kn’ and ‘gn’ (e.g. knock, gnaw);</li> <li>• the /r/ sound spelt ‘wr’ (e.g. write, written);</li> <li>• the /l/ or /əl/ sound spelt -le (e.g. little, middle) or spelt -el (e.g. camel, tunnel) or spelt -al (e.g. metal, hospital) or spelt -il (e.g. fossil, nostril);</li> <li>• the /aɪ/ sound spelt -y (e.g. cry, fly, July);</li> </ul>		



# Great Horwood School Writing - Skills and Knowledge Progression Map

<p>jumping); • adding –er and –est to adjectives where no change is needed to the root word (e.g. fresher, grandest);</p> <p>spelling words with the vowel digraphs and trigraphs: - ‘ai’ and ‘oi’ (e.g. rain, wait, train, point, soil); - ‘oy’ and ‘ay’ (e.g. day, toy, enjoy, annoy); - a–e, e–e, i–e, o–e and u–e (e.g. made, theme, ride, woke, tune); - ‘ar’ (e.g. car, park); - ‘ee’ (e.g. green, week); - ‘ea’ (e.g. sea, dream); - ‘ea’ (e.g. meant, bread); - ‘er’ stressed sound (e.g. her, person); - ‘er’ unstressed schwa sound (e.g. better, under); - ‘ir’ (e.g. girl, first, third); - ‘ur’ (e.g. turn, church); - ‘oo’ (e.g. food, soon); - ‘oo’ (e.g. book, good); - ‘oa’ (e.g. road, coach); - ‘oe’ (e.g. toe, goes); - ‘ou’ (e.g. loud, sound); - ‘ow’ (e.g. brown, down); - ‘ow’ (e.g. own, show)</p> <p>- ‘ue’ (e.g. true, rescue, Tuesday); - ‘ew’ (e.g. new, threw); - ‘ie’ (e.g. lie, dried); - ‘ie’ (e.g. chief, field); - ‘igh’ (e.g. bright, right); - ‘or’ (e.g. short, morning); - ‘ore’ (e.g. before, shore); - ‘aw’ (e.g. yawn, crawl); - ‘au’ (e.g. author, haunt); - ‘air’ (e.g. hair, chair); - ‘ear’ (e.g. beard, near, year); - ‘ear’ (e.g. bear, pear, wear); - ‘are’ (e.g. bare, dare, scared);</p> <ul style="list-style-type: none"> <li>• spelling words ending with –y (e.g. funny, party, family);</li> <li>• spelling new consonants ‘ph’ and ‘wh’ (e.g. dolphin, alphabet, wheel, while);</li> <li>• using ‘k’ for the /k/ sound (e.g. sketch, kit, skin).</li> </ul>	<ul style="list-style-type: none"> <li>• adding –es to nouns and verbs ending in –y where the ‘y’ is changed to ‘i’ before the –es (e.g. flies, tries, carries);</li> </ul> <p>adding –ed, –ing, –er and –est to a root word ending in –y (e.g. skiing, replied) and exceptions to the rules; • adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before (including exceptions);</p> <ul style="list-style-type: none"> <li>• adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter (including exceptions);</li> <li>• the /ɔ:/ sound (or) spelt ‘a’ before ‘l’ and ‘ll’ (e.g. ball, always); • the /ʌ/ sound spelt ‘o’ (e.g. other, mother, brother);</li> <li>• the /i:/ sound spelt –ey: the plural forms of these words are made by the addition of –s (e.g. donkeys, monkeys);</li> <li>• the /ɒ/ sound spelt ‘a’ after ‘w’ and ‘qu’ (e.g. want, quantity, squash)</li> <li>• the /ɜ:/ sound spelt ‘or’ after ‘w’ (e.g. word, work, worm);</li> <li>• the /ɔ:/ sound spelt ‘ar’ after ‘w’ (e.g. warm, towards);</li> <li>• the /z/ sound spelt ‘s’ (e.g. television, usual).</li> </ul>
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# Great Horwood School Writing - Skills and Knowledge Progression Map

## Year 2 Teacher Assessment Framework 2018-2019

### Working towards the expected standard

The pupil can, after discussion with the teacher:

- write sentences that are sequenced to form a short narrative (real or fictional)
- demarcate some sentences with capital letters and full stops
- segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others
- spell some common exception words\*
- form lower-case letters in the correct direction, starting and finishing in the right place
- form lower-case letters of the correct size relative to one another in some of their writing
- use spacing between words.

### Working at the expected standard

The pupil can, after discussion with the teacher:

- write simple, coherent narratives about personal experiences and those of others (real or fictional)
- write about real events, recording these simply and clearly
- demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- use present and past tense mostly correctly and consistently
- use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
- spell many common exception words\*
- form 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.

### Working at greater depth

The pupil can, after discussion with the teacher:

- write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
- make simple additions, revisions and proof-reading corrections to their own writing
- use the punctuation taught at key stage 1 mostly correctly^
- spell most common exception words\*
- add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)\*
- use the diagonal and horizontal strokes needed to join some letters.

# Great Horwood School Writing - Skills and Knowledge Progression Map

## KS2 Teacher Assessment Framework 2018-2019

### Working towards the expected standard

The pupil can:

- write for a range of purposes
- use paragraphs to organise ideas
- in narratives, describe settings and characters
- in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)
- use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly
- spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list\*
- write legibly.<sup>1</sup>

### Working at the expected standard

The pupil can:

- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly<sup>^</sup> (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,\* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.<sup>2</sup>

### Working at greater depth

The pupil can:

- write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)
- distinguish between the language of speech and writing<sup>3</sup> and choose the appropriate register
- exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
- use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.<sup>^</sup>

[There are no additional statements for spelling or handwriting]