

Holbeton Primary School Writing Skills and Knowledge Progression Map

Strand	Aspect	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum Content	Grammar / Terminology	Introduce <ul style="list-style-type: none"> - Finger spaces - Letter - Word - Sentence - Full stops - Capital letters 	Revisit Year R Introduce <ul style="list-style-type: none"> - Punctuation - Question mark - Exclamation mark* - Speech bubble - Bullet points - Singular/ plural - Adjective - Verbs - Conjunction 	Revisit and consolidate R and Y1 Introduce: <ul style="list-style-type: none"> - Apostrophe (contractions and singular possession) - Commas for description - 'Speech marks' - Suffix - Verb / adverb - Statement question exclamation - Command - Tense (past, present, future) i.e. not in bold - Adjective / noun - Noun phrases - Generalisers - Subordinating conjunction 	Revisit and consolidate Year 2. Introduce <ul style="list-style-type: none"> - Word family - Conjunction - Coordinating conjunction - Subordinating conjunction - Clause - Subordinate clause - Adverb - Preposition - Direct speech - Inverted commas - Prefix - Consonant/Vowel - Determiner - Synonyms - Relative clause - Relative pronoun - Imperative - Colon for instructions 	Revisit and consolidate Year 3 Introduce <ul style="list-style-type: none"> - Pronoun - Possessive pronoun - Adverbial - Fronted adverbial - Apostrophe – plural possession 	Revisit and consolidate Year 4 Introduce <ul style="list-style-type: none"> - Relative clause/ pronoun - Modal verb - Parenthesis - Bracket- dash - Determiner - Cohesion - Ambiguity - Metaphor - Personification - Onomatopoeia - Rhetorical question - Tense, past, present, progressive. 	Revisit and consolidate Year 5 Introduce: <ul style="list-style-type: none"> - Active and passive voice - Subject and object - Hyphen - Synonym, antonym - Colon/ semi-colon - Bullet points - Ellipsis - Subjunctive
	Composition	<p>Orally invent, adapt and recount narratives and stories with peers and their teacher.</p> <ul style="list-style-type: none"> - Make use of props and materials when role playing characters in narratives and stories - Perform stories with peers and their teacher. - Write simple phrases and sentences that can be read by others. 	<ul style="list-style-type: none"> - Choose to write for a variety of purposes and in a variety of contexts (secure from Foundation Stage). - Compose sentences orally and in writing. - Sequence sentences to form a short narrative or piece of information writing. - Use basic descriptive language. 	<p>Write simple, coherent narratives about personal experiences and those of others (real or fictional)</p> <p>Write about real events, recording these simply and clearly</p>	<ul style="list-style-type: none"> - Write for real purposes and audiences, demonstrating understanding of the main features of different forms of writing. - Write using a rich and varied vocabulary appropriate to purpose and form. - Write narratives with a clear plot, and describe settings and characters. - Make effective choices about using direct speech within narratives. - Use paragraphs to organise ideas around a theme, e.g. making use of topic sentence in non-narrative. - Use pronouns and nouns within and across sentences to aid cohesion and avoid repetition. 	<ul style="list-style-type: none"> - Write a range of sentences with more than one clause by using a wider range of conjunctions (when, before, after, while, so because, although). - Add detail and precision through expanding noun phrases (modification before the noun and prepositional phrases after the noun). - Make accurate use of present and past tense including simple, progressive and perfect forms (secure from Year 2 and 3). - Use Standard English verb inflections, instead of local dialect forms (we were instead of we was; I did instead of I done). - Express time, place, cause and enhance cohesion using adverbs and adverbials, sometimes fronted, including prepositional phrases (e.g. therefore, soon, finally, before dark, during break, in the cave, because of Fred). 	<ul style="list-style-type: none"> - Write for a range of purposes and audiences, selecting language that shows some awareness of the reader (e.g. simplifying vocabulary for a young audience; maintaining impersonal language in a more formal information text). - In narratives, describe settings, characters and begin to develop atmosphere ('show not tell'). - Use dialogue in narratives to convey character or advance the action. - Use a range of devices to build cohesion within and across paragraphs: <ul style="list-style-type: none"> • secure the use of pronouns or nouns within and across sentences to aid cohesion and avoid repetition; • link ideas using adverbials of time, place and number; • link ideas using tense choices (e.g. he had seen her before instead of he saw her before). - Make choices in drafting and revising writing, showing understanding of how these enhance meaning. - Proofread for spelling, punctuation and grammatical errors (e.g. subject/verb agreements, tense use). 	<ul style="list-style-type: none"> - 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). - [From Y6 PoS: this must include examples of more formal writing.] - In narratives, describe settings, characters and atmosphere. - Integrate dialogue in narratives to convey character and advance the action. - Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs. - Make choices in drafting and revising writing, showing understanding of how these enhance meaning. - Proof read for spelling, punctuation and grammatical errors (e.g. subject/verb agreements, tense use).





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<p>Grammar for writing.</p>	<p>Form lower-case and capital letters Correctly</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p>-Combine words to form grammatically accurate sentences. -Join words and clauses using 'and'.</p>	<p>Use present and past tense mostly correctly and consistently [From Y2 PoS: including use of the progressive form of verbs.] Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses Add description and specification through the use of expanded noun phrase. Write different types of sentences – statements, commands, questions and exclamatory sentences.</p>	<p>-Write a range of sentences with more than one clause by using a wider range of conjunctions (when, before, after, while, so because, although). -Add detail and precision through expanding noun phrases using pre-modification (secure and extend from Year 2). -Use present and past tense correctly, including use of the present perfect instead of the simple past. -Express time, place, cause and enhance cohesion using adverbs (soon, therefore, finally).</p>	<p>-Write a range of sentences with more than one clause by using a wider range of conjunctions (when, before, after, while, so because, although). -Add detail and precision through expanding noun phrases (modification before the noun and prepositional phrases after the noun). -Make accurate use of present and past tense including simple, progressive and perfect forms (secure from Year 2 and 3). -Use Standard English verb inflections, instead of local dialect forms (we were instead of we was; I did instead of I done). -Express time, place, cause and enhance cohesion using adverbs and adverbials, sometimes fronted, including prepositional phrases (e.g. therefore, soon, finally, before dark, during break, in the cave, because of Fred).</p>	<p>-Use a range of verb forms, particularly the perfect, to mark relationships of time and cause. -Use modals and adverbs to indicate possibility. -Convey complicated information concisely by using pre- and post-modification of nouns, including relative clauses. -Use a range of clause structures, sometimes varying their position within in the sentence for effect (secure and extend from Year 4).</p>	<p>-Build and Year 5 -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 verb tenses consistently and correctly throughout their writing.</p>
<p>Punctuation</p>	<p>Introduce</p> <ul style="list-style-type: none"> - Finger spaces - Full stops - Capital letters 	<p>Consolidate Reception list</p> <p>Introduce</p> <ul style="list-style-type: none"> - Capital Letters for names; and for the personal pronoun 'I' - Full stops - Question marks - Exclamation marks - Speech bubble - Bullet points 	<p>Consolidate Year 1 list</p> <p>Introduce</p> <ul style="list-style-type: none"> - Demarcate sentences: - Capital letters - Full stops - Question marks - Exclamation marks - Commas to separate items in a list - Comma. after –ly opener (e.g. "Fortunately," "Slowly,") - Apostrophes to mark contracted forms in spelling (e.g. don't, can't) - Apostrophes to mark singular possession (e.g. the cat's name) 	<p>Consolidate Year 2 list</p> <p>Introduce</p> <ul style="list-style-type: none"> - Colon before a list (e.g. "What you need:") - Ellipses to keep the reader hanging on - Secure use of inverted commas for direct speech - Use of commas after fronted adverbials (e.g. "Later that day," "I heard the bad news,") 	<p>Consolidate Year 3 list</p> <p>Introduce</p> <ul style="list-style-type: none"> - Commas to mark clauses and to mark off fronted adverbials - Full punctuation for direct speech, including aach new speaker on a new line - Comma between direct speech and reporting clause (e.g. "It's late," gasped Cinderella!) - Apostrophes to mark singular and plural possession (e.g. <i>the girl's name, the boys' boots</i>) - Apostrophes as opposed to 's' to mark a plural 	<p>Consolidate Year 4 list</p> <p>Introduce</p> <ul style="list-style-type: none"> - Dashes - Brackets/dashes/commas for parenthesis - Colons - Use of commas to clarify meaning or avoid ambiguity 	<p>Consolidate</p> <ul style="list-style-type: none"> - Punctuation - Letter/ Word - Sentence - Statement question exclamation Command - Full stops/ Capitals Question mark - Exclamation mark - Direct speech - Inverted commas - Bullet points - Apostrophe contractions/ possession - Commas Colon – instructions - Parenthesis / bracket / dash - Singular/ plural - Suffix/ Prefix - Word family - Consonant/Vowel - Adjective / noun / noun phrase
<p>Spelling</p>	<p>Little Wandle – See phonics progression document.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters. Say a sound for each letter in the alphabet and at least 10 digraphs</p>	<p>Little Wandle – See phonics progression document.</p>	<p>See separate spelling overview</p>				

'Small but Mighty - from tiny acorns mighty oaks do grow'



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<p>Proofreading and correcting</p>	<p>Teach Basic Editing: -Letter formation - Full stops - Capital letters - Read and check a sentence makes sense with appropriate support</p> <p>Spelling At the point of writing - use phonic sound mats to support spelling - correct the choice of grapheme in words where identified by the teacher working alongside (at the point of writing)</p>	<p>Spelling Self-checking of: -Personal spellings/letters -Own name</p> <p>Supported checking of: -Consonant and vowel digraphs taught in FS -Y1 common exception words -Plural noun suffixes –s or -es -known tricky words when identified by teacher</p> <p>Punctuation Self-checking of Capital letters for own name and to begin a sentence.</p> <p>Supported checking of Capital letters, including for names and 'I' Full stops</p>	<p><i>Proofread to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)</i></p> <p>Spelling Self-checking of: - Personal spellings/letters -FS / Y1 common exception words (using resources) - identify words that they have had to 'have a go' at with a symbol as they write</p> <p>Supported checking of: -Contractions -Y2 homophones --ed verb endings -Y1/2 suffixes -Commonly confused words, e.g. were/where</p> <p>Punctuation Self-checking of: -Capital letters, including for names and 'I' -Full stops</p> <p>Supported checking of: -Sentence end punctuation (.!?) -Commas in lists -Apostrophes for contraction</p>	<p><i>Proofread for spelling and punctuation errors</i></p> <p>Spelling Self-checking of: -Personal spellings -Y2 homophones -Y2 common exception words -Commonly confused words, e.g. were/where</p> <p>Supported checking of: -Y1/2 suffixes -Y3/4 suffixes taught -Y3/4 homophones -New Y3/4 statutory words -'have a go' words using dictionary or another reliable source</p> <p>Punctuation Self-checking of: -Sentence end punctuation (.!?) -Commas in lists -Apostrophes for contraction</p> <p>Supported checking of: Inverted commas</p>	<p><i>Proofread for spelling and punctuation errors</i></p> <p>Spelling Self-checking of: -Personal spellings -Y1/2 suffixes taught --Y3/4 suffixes taught -Y3/4 statutory words taught -Commonly confused words, e.g. were/where -'have a go' words using dictionary or another reliable source</p> <p>Supported checking of: -Y3/4 homophones -New Y3/4 statutory words</p> <p>Punctuation Self-checking of: -Inverted commas Supported checking of: -Other speech punctuation -Apostrophes for possession -Commas after fronted adverbials</p> <p>Supported checking of: -Punctuation for parenthesis -Commas to clarify meaning</p>	<p><i>Proofread for spelling and punctuation errors</i> <i>Use dictionaries to check the spelling and meaning of words</i></p> <p>Spelling Self-checking of: -Personal spellings -Y2/3/4 homophones -Y3/4 statutory words -Taught prefixes and suffixes - 'have a go' words. Use resources to support.</p> <p>Supported checking of: -New Y5/6 statutory words -Y5/6 homophones</p> <p>Punctuation Self-checking of: -Other speech punctuation -Apostrophes for possession -Commas after fronted Adverbials</p> <p>Supported checking of: -Punctuation for parenthesis -Commas to clarify meaning</p>	<p><i>Proofread for spelling and punctuation errors</i> <i>Use dictionaries to check the spelling and meaning of words</i></p> <p>Spelling Self-checking of: -Personal spellings -Y5/6 statutory words taught -Y5/6 homophones -Taught prefixes and suffixes - 'have a go' words. Use resources to support.</p> <p>Supported checking of: -New Y5/6 statutory words</p> <p>Punctuation Self-checking of: -Punctuation for parenthesis -Commas to clarify meaning Supported checking of: -Semi-colons, colons and dashes to mark independent clauses -Bullet points -Hyphens</p>
<p>Editing and improving</p>	<p>Re-read what they have written to check that it makes sense.</p>	<p>Re-reading to check that what they have written makes sense Discuss what they have written with the teacher or other pu</p>	<p><i>Make simple additions, revisions and corrections to their own writing by: Evaluating their writing with the teacher and other pupils</i> <i>Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous (progressive)</i></p>	<p><i>Evaluate and edit by: Assessing their effectiveness of their own and others' writing and suggesting improvements.</i> <i>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</i></p>	<p><i>Evaluate and edit by: Assessing their effectiveness of their own and others' writing and suggesting improvements.</i> <i>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</i></p>	<p><i>Evaluate and edit by: Assessing effectiveness of own and others' writing. Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</i> <i>Ensuring consistent and correct use of tense throughout a piece of writing.</i> <i>Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</i></p>	<p><i>Evaluate and edit by: Assessing effectiveness of own and others' writing Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Ensuring consistent and correct use of tense throughout a piece of writing</i> <i>Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</i></p>



