Portishead Primary School Writing Skills Progression Map (p1/1)

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|  | | **Year 1** | **Year 2 – all KPIs prefaced with “After discussion with the teacher,”** |
| **Phonic & Whole word spelling** | **NC** | • spell words containing each of the 40+ phonemes taught • spell common exception words • spell the days of the week • name the letters of the alphabet in order • using letter names to distinguish between alternative spellings of the same sound | • segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones • learning to spell common exception words • distinguishing between homophones and near-homophones |
| **KPI** | **Spell words containing each of the 40+ phonemes already taught. DEPTH: Correctly use alternative sounds taught so far.**  **Spell most Y1 common exception words. DEPTH: Spell some Y2 common exception words.**  **Name letters of the alphabet in order. DEPTH: Name letters starting from any point.** | **WTS - segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others**  **WTS - spell some common exception words**  **EXS - segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others**  **EXS - spell many common exception words**  **GDS - spell most common exception words**  **GDS - add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly)** |
| **Other word building spelling** | **NC** | • using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs • using the prefix un– • using –ing, –ed, –er and –est where no change is needed in the spelling of root words • apply simple spelling rules and guidance from Appendix 1 | • learning the possessive apostrophe (singular) • learning to spell more words with contracted forms • add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly • apply spelling rules and guidelines from Appendix 1 |
| **KPI** | **Add suffixes using the spelling rule for s or es as the plural marker for nouns. DEPTH: Add suffixes using the spelling rule for s or es for the third person singular marker for verbs.**  **Use –ing and –ed where no change is needed in the spelling of root words. DEPTH: Using –er and –est where no change is needed in the spelling of root words.** |  |
| **Transcription** | **NC** | • write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. | • write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. |
| **KPI** | **Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far, spelling many words accurately. DEPTH: Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far, spelling most words accurately.** |  |
| **Handwriting** | **NC** | • 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’ and to practise these | • 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. |
| **KPI** | **Most lower case letters formed in the correct direction. DEPTH: Letters correctly sized in relation to one another, starting and finishing I the right place.** | **WTS - form lower-case letters in the correct direction, starting and finishing in the right place**  **WTS - form lower-case letters of the correct size relative to one another in some of their writing**  **WTS - use spacing between words.**  **EXS - form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters**  **EXS - use spacing between words that reflects the size of the letters.**  **GDS - use the diagonal and horizontal strokes needed to join some letters.** |
| **Contexts for Writing** | **NC** |  | • writing narratives about personal experiences and those of others (real and fictional) • writing about real events • writing poetry • writing for different purposes |
| **KPI** |  | **GDS - write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing** |
| **Planning Writing** | **NC** | • saying out loud what they are going to write about • composing a sentence orally before writing it | • planning or saying out loud what they are going to write about |
| **KPI** | **Compose a sentence orally before writing it. DEPTH: Speak grammatically correct sentences.** |  |
| **Drafting Writing** | **NC** | • sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense | • writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence |
| **KPI** | **Sequence sentences to form short narratives. DEPTH: Some use of expanded noun phrases.**  **Re-read what they have written to check it makes sense. DEPTH: Make some simple corrections to their own writing.** | **WTS - write sentences that are sequenced to form a short narrative (real or fictional)**  **EXS - write simple, coherent narratives about personal experiences and those of others (real or fictional)**  **EXS - write about real events, recording these simply and clearly** |

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|  | | **Year 3** | **Year 4** |
| **Phonic & Whole word spelling** | **NC** | • spell further homophones • spell words that are often misspelt (Appendix 1) | |
| **KPI** | **Spell many of the words from the Y3/4 spelling list accurately. DEPTH: Spell most of the words from the Y3/4 spelling list accurately.**  **Apply knowledge of spelling rules and patterns taught in Year 3** | **Spells most of the words from the Year 3/ 4 spelling list accurately. DEPTH: Spells some of the words from the Year 5/6 spelling list accurately.**  **Apply knowledge of spelling rules and patterns taught in Year 4. DEPTH: Beginning to apply Year 5 spelling rules.** |
| **Other word building spelling** | **NC** | • use further prefixes and suffixes and understand how to add them  • place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals • use the first 2 or 3 letters of a word to check its spelling in a dictionary | |
| **KPI** | **Use possessive apostrophe mostly accurately with singular nouns. DEPTH: Sometimes uses possessive apostrophe accurately with plural nouns** | **Use possessive apostrophe mostly accurately with plural nouns. DEPTH: Always uses possessive apostrophe for both singular and plural pronouns correctly.** |
| **Transcription** | **NC** | • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. | |
| **Handwriting** | **NC** | • 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 | |
| **KPI** | **Use the diagonal and horizontal strokes needed to join letters in most of their writing and understand which letters, when adjacent to one another, are best left unjoined. DEPTH: Some handwriting is joined and legible.** | **Most handwriting is legible and joined. DEPTH: Producing legible joined handwriting.** |
| **Contexts for Writing** | **NC** | • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar | |
| **Planning Writing** | **NC** | • discussing and recording ideas • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures | |
| **Drafting Writing** | **NC** | • organising paragraphs around a theme • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices (headings & subheadings) | |
| **KPI** | **In some writing, organise paragraphs around a theme. DEPTH: Writing shows cohesion within each paragraph.**  **In non-fiction, used headings and sub-headings to aid presentation. DEPTH: Headings and sub headings are well selected and appropriate to context.**  **In narratives creates settings, characters and plot. DEPTH: Settings and character are described in increasing detail.**  **Composes sentences , progressively building a rich and varied vocabulary. DEPTH: Some use of figurative language and devices.** | **In narrative, used direct speech to convey character. DEPTH: In narrative can combine speech and actions to convey character.**  **In narratives creates settings, characters and plot. Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases. DEPTH: Maintaining the viewpoint of the character**  **Uses rich and varied vocabulary including use of figurative language and devices. DEPTH: Uses language and vocabulary choices with control to create impact and viewpoint.**  **Composing sentences progressively increasing range of sentences structures: simple, compound, complex. DEPTH: Sentence structures are chosen for effect.**  **Extend the range of sentences with more than one clause by using a wider range of conjunctions including e.g. when, if, because, although, which. DEPTH: Varies the position of the subordinate clause for effect and variety.**  **Paragraphs organised around a theme, in most writing. DEPTH: Use fronted adverbials to develop cohesion between paragraphs.** |

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|  | | **Year 5** | | **Year 6** | |
| **Phonic & Whole word spelling** | **NC** | • spell some words with ‘silent’ letters • continue to distinguish between homophones and other words which are often confused • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1 | | | |
| **KPI** | **Apply knowledge of spelling rules and patterns taught in Year 5 when spelling words, including words with silent letters and homophones, with a reasonable degree of accuracy. DEPTH: Correctly spell agreed Year 5 high frequency / non-negotiable words.**  **Spells many of the words from the Year 5/6 spelling list. DEPTH: Spells most words from the Year 5/6 spelling list.** | | **WTS - spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5/ year 6 spelling list**  **EXS - 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.** | |
| **Other word building spelling** | **NC** | • use further prefixes and suffixes and understand the guidance for adding them • use dictionaries to check the spelling and meaning of words • use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary | | | |
| **KPI** | **Can use a dictionary and thesaurus to check spellings and word meanings. DEPTH: Independently choose resources e.g. Dictionaries/ thesauruses to check spellings, word meanings in order to edit and improve work.** | |  | |
| **Transcription** | **NC** |  | |  | |
| **Handwriting** | **NC** | • choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • choosing the writing implement that is best suited for a task | | | |
| **KPI** | **Handwriting is legible and joined. DEPTH: Maintaining legibility, fluency and speed in handwriting.** | **WTS - write legibly**  **EXS - maintain legibility in joined handwriting when writing at speed** | |
| **Contexts for Writing** | **NC** | • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed | | |
| **KPI** |  | **WTS - write for a range of purposes**  **EXS - write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader**  **GDS - 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)** | |
| **Planning Writing** | **NC** | • noting and developing initial ideas, drawing on reading and research where necessary | | |
| **Drafting Writing** | **NC** | • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • précising longer passages • using a wide range of devices to build cohesion within and across paragraphs • using further organisational and presentational devices to structure text and to guide the reader | | |
| **KPI** | **In narrative, creating atmosphere by describing characters and settings and integrating dialogue.**  **DEPTH: In narrative, creating atmosphere by describing characters and settings; making appropriate vocabulary choices; varying sentence lengths and integrating dialogue.**  **Making some use of adverbials, pronouns, conjunctions and prepositions within and across sentences and paragraphs to show cohesion. DEPTH: Can make informed choices of adverbials, pronouns, conjunctions and prepositions to build cohesion in writing.** | **WTS - use paragraphs to organise ideas**  **WTS - in narratives, describe settings and characters**  **WTS - in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)**  **EXS - in narratives, describe settings, characters and atmosphere**  **EXS - integrate dialogue in narratives to convey character and advance the action**  **GDS - distinguish between the language of speech and writing and choose the appropriate register.**  **GDS - exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this** | |

Portishead Primary School Writing Skills Progression Map (p2/2)

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|  | | **Year 1** | **Year 2 – all KPIs prefaced with “After discussion with the teacher,”** |
| **Editing Writing** | **NC** | • assessing the effectiveness of their own and others’ writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proofread for spelling and punctuation errors |  |
| **KPI** | **Proof reads for spelling errors including non-negotiable and high frequency words when identified by the teacher. DEPTH: Independently, proof reads for spelling errors including non-negotiable and high frequency words.**  **Proof reads for punctuation errors (CL . ? ! “” , in a list ‘ for contractions) when identified by the teacher. DEPTH: Independently, proof reads for punctuation errors (CL . ? ! “” , in a list ‘ for contractions)** | **Independently, proof reads for punctuation errors (CL . ? ! “” , in a list ‘ for contractions, punctuation for direct speech). DEPTH: To edit and change punctuation for effect and variety.**  **Independently, proof reads for spelling errors including non-negotiable and high frequency words. DEPTH: Edit and changes vocabulary for effect and variety.** |
| **Editing Writing** | **NC** | • discuss what they have written with the teacher or other pupils | • evaluating their writing with the teacher and other pupils • rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • proofreading to check for errors in spelling, grammar and punctuation |
| **KPI** |  | **GDS - make simple additions, revisions and proof-reading corrections to their own writing** |
| **Performing Writing** | **NC** | • read their writing aloud clearly enough to be heard by their peers and the teacher. | • read aloud what they have written with appropriate intonation to make the meaning clear |
| **KPI** | **Read aloud their writing clearly enough to be heard by their peers and their teacher. DEPTH: Read with expression.** |  |
| **Vocabulary** | **NC** | • leaving spaces between words • joining words and joining clauses using "and" | • expanded noun phrases to describe and specify |
| **KPI** | **Join words and clauses using ‘and’. DEPTH: Mostly controlled use of and to join independent clauses.** |  |
| **Grammar** | **NC** | • regular plural noun suffixes (-s, -es) • verb suffixes where root word is unchanged (-ing, -ed, -er) • un- prefix to change meaning of adjectives/adverbs • to combine words to make sentences, including using and • Sequencing sentences to form short narratives • separation of words with spaces • sentence demarcation (. ! ?) • capital letters for names and pronoun 'I') | • sentences with different forms: statement, question, exclamation, command • the present and past tenses correctly and consistently including the progressive form • subordination (using when, if, that, or because) and co-ordination (using or, and, or but) • some features of written Standard English • suffixes to form new words (-ful, -er, -ness) • sentence demarcation • commas in lists • apostrophes for omission & singular possession |
| **KPI** |  | **EXS - use present and past tense mostly correctly and consistently**  **EXS - use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that /because) to join clauses** |
| **Punctuation** | **NC** | • beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’ | • learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) |
| **KPI** | **Punctuate many sentences using a capital letter and full stop, question mark or exclamation mark. DEPTH: Most sentences punctuated using a capital letter and a full stop.**  **Mostly accurate use of a capital letter for names of people. DEPTH: Mostly accurate use of a capital letter for names of places, the days of the week and the personal pronoun I.**  **Some use of a capital letter for names of places, the days of the week and the personal pronoun I. DEPTH: Mostly accurate use of a capital letter for names of places, the days of the week and the personal pronoun I.** | **WTS - demarcate some sentences with capital letters and full stops**  **EXS - demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required**  **GDS - use the punctuation taught at key stage 1 mostly correctly.** |
| **Grammatical Terminology** | **NC** | letter, capital letter, word, singular, plural , sentence  punctuation, full stop, question mark, exclamation mark | noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix , adverb  tense (past, present) , apostrophe, comma |

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|  |  | **Year 3** | **Year 4** |
| **Performing Writing** | **NC** | • read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. | |
| **Vocabulary** | **NC** | • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • using conjunctions, adverbs and prepositions to express time and cause (and place) | |
| **KPI** | **Use conjunctions, adverbs and prepositions to express time and cause within a sentence (when, if, that, because, so, that, since, during). DEPTH: Vary the position of conjunctions, adverbs and propositions within a sentence.**  **Chooses an appropriate pronoun or noun within sentences. DEPTH: Can choose either a noun or pronoun to add impact to writing.** | **Chooses an appropriate pronoun or noun within or across sentences to aid cohesion and avoid repetition. DEPTH: Choose appropriate pronoun or noun to add impact to writing.** |
| **Grammar** | **NC** | • using the present perfect form of verbs in contrast to the past tense • form nouns using prefixes (super-, anti-) • use the correct form of 'a' or 'an' • word families based on common words (solve, solution, dissolve, insoluble) | • using fronted adverbials • difference between plural and possessive -s • Standard English verb inflections (I did vs I done) • extended noun phrases, including with prepositions • appropriate choice of pronoun or noun to create cohesion |
| **KPI** | **Use the present perfect form of verbs instead of the simple past e.g. He has gone out to play in contrast to He went out to play. DEPTH: Uses both present perfect and simple past forms to add variety in writing.** | **Use fronted adverbials to show where, when and how with comma mostly accurate. DEPTH: Varies the adverbials e.g., with care instead of carefully with accurate use of punctuation.** |
| **Punctuation** | **NC** | • using and punctuating direct speech (i.e. Inverted commas) | • using commas after fronted adverbials • indicating possession by using the possessive apostrophe with singular and plural nouns • using and punctuating direct speech (including punctuation within and surrounding inverted commas) |
| **KPI** | **Using capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly effectively. DEPTH: Uses taught punctuation to add effect to writing.**  **Some use of inverted commas to punctuate direct speech. DEPTH: Punctuating some direct speech accurately e.g. ? !** | **Punctuate direct speech accurately (including punctuation within and surrounding inverted commas). DEPTH: Uses a variety of reporting clauses to add detail and interest.** |
| **Grammatical Terminology** | **NC** | adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or ‘speech marks’) | determiner, pronoun, possessive pronoun, adverbial |

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|  | | **Year 5** | **Year 6** |
| **Editing Writing** | **NC** | • assessing the effectiveness of their own and others’ writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensuring the consistent and correct use of tense throughout a piece of writing • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • proofread for spelling and punctuation errors | |
| **KPI** | **Evaluate and edit their own and others’ writing by proposing changes to vocabulary, grammar and punctuation to enhance effect and clarify meaning. DEPTH: Extensively edits and re-writes their own writing in order to improve it.** |  |
| **Performing Writing** | **NC** | • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. | |
| **Vocabulary** | **NC** | • use a thesaurus • using expanded noun phrases to convey complicated information concisely • using modal verbs or adverbs to indicate degrees of possibility | |
| **Grammar** | **NC** | • using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun • converting nouns or adjectives into verbs • verb prefixes • devices to build cohesion, including adverbials of time, place and number | • recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms • using passive verbs to affect the presentation of information in a sentence • using the perfect form of verbs to mark relationships of time and cause • differences in informal and formal language • synonyms & Antonyms • further cohesive devices such as grammatical connections and adverbials • use of ellipsis |
| **KPI** | **Relative clauses are used such as: who, which, where, when, whose, that or an omitted relative pronoun. DEPTH: Use of embedded clauses.**  **Makes use of adverbs, prepositional phrases and noun phrases to add detail and clarity. DEPTH: Selects adverbs, prepositional phrases and noun phrases to create effect in writing.**  **Using different verb forms mostly appropriately, including some passive and modal verbs. DEPTH: Can select verb forms for meaning and effect.** | **EXS - use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs**  **EXS - use verb tenses consistently and correctly throughout their writing**  **EXS - 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)** |
| **Punctuation** | **NC** | • using commas to clarify meaning or avoid ambiguity in writing • using brackets, dashes or commas to indicate parenthesis | • using hyphens to avoid ambiguity • using semicolons, colons or dashes to mark boundaries between independent clauses • using a colon to introduce a list • punctuating bullet points consistently |
| **KPI** | **Using inverted commas and commas for clarity. DEPTH: Use of inverted commas and commas avoids any ambiguity in writing.**  **Beginning to use punctuation for parenthesis mostly correctly and making some correct use of semi colons, dashes, colons and hyphens. DEPTH: Often punctuation for parenthesis mostly correctly and making correct use of semi colons, dashes, colons and hyphens.** | **WTS - use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly**  **EXS - use the range of punctuation taught at KS2 mostly correctly**  **GDS - use the range of punctuation taught at KS2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity** |
| **Grammatical Terminology** | **NC** | modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity | subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points |