

Curriculum Progression Map

Subject: English Writing

At Avanti House Primary School, we strive to help our children develop into articulate and imaginative communicators, who are well-equipped with the basic skills they need to become life-long learners and make the world a better place. We aim to ensure all of our children develop a genuine love of language and the written word, through a text-based approach. Our curriculum closely follows the aims of the National Curriculum for English 2014 and is embedded across our English lessons and the wider curriculum.

they sound I words by tifying the nds and then ing the sound letter/s (LIT) e short ences with	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 use letter names to distinguish between	segment spoken words into phonemes and represent these by graphemes, spelling many correctly learn new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling,	spell further homophones spell words that are often misspelt (Appendix 1)	spell further homophones spell words that are often misspelt (Appendix 1)	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	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
ng attention to they sound I words by tifying the nds and then ing the sound letter/s (LIT) e short ences with	the 40+ phonemes taught spell common exception words spell the days of the week name the letters of the alphabet in order use letter names to distinguish between	phonemes and represent these by graphemes, spelling many correctly learn new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with	spell words that are often misspelt	spell words that are often misspelt	continue to distinguish between homophones and other words which are often confused use knowledge of morphology and etymology in spelling and understand that	continue to distinguish between homophones and other words which are often confused use knowledge of morphology and
they sound I words by tifying the nds and then ing the sound letter/s (LIT) e short ences with	spell common exception words spell the days of the week name the letters of the alphabet in order use letter names to distinguish between	represent these by graphemes, spelling many correctly learn new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with	often misspelt	are often misspelt	distinguish between homophones and other words which are often confused use knowledge of morphology and etymology in spelling and understand that	distinguish between homophones and other words which are often confused use knowledge of morphology and
I words by tifying the nds and then ing the sound letter/s (LIT) e short ences with	spell common exception words spell the days of the week name the letters of the alphabet in order use letter names to distinguish between	graphemes, spelling many correctly learn new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with	often misspelt	are often misspelt	distinguish between homophones and other words which are often confused use knowledge of morphology and etymology in spelling and understand that	distinguish between homophones and other words which are often confused use knowledge of morphology and
I words by tifying the nds and then ing the sound letter/s (LIT) e short ences with	exception words spell the days of the week name the letters of the alphabet in order use letter names to distinguish between	learn new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with	•	misspelt	homophones and other words which are often confused use knowledge of morphology and etymology in spelling and understand that	between homophones and other words which are often confused use knowledge of morphology and
tifying the ods and then ing the sound letter/s (LIT) e short ences with	exception words spell the days of the week name the letters of the alphabet in order use letter names to distinguish between	learn new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with	(Appendix 1)	•	other words which are often confused use knowledge of morphology and etymology in spelling and understand that	homophones and other words which are often confused use knowledge of morphology and
tifying the ods and then ing the sound letter/s (LIT) e short ences with	spell the days of the week name the letters of the alphabet in order use letter names to distinguish between	spelling phonemes for which 1 or more spellings are already known, and learn some words with		(Appendix 1)	are often confused use knowledge of morphology and etymology in spelling and understand that	other words which are often confused use knowledge of morphology and
nds and then ing the sound letter/s (LIT) e short ences with	week name the letters of the alphabet in order use letter names to distinguish between	spelling phonemes for which 1 or more spellings are already known, and learn some words with			use knowledge of morphology and etymology in spelling and understand that	are often confused use knowledge of morphology and
ing the sound letter/s (LIT) e short ences with	name the letters of the alphabet in order use letter names to distinguish between	for which 1 or more spellings are already known, and learn some words with			morphology and etymology in spelling and understand that	use knowledge of morphology and
letter/s (LIT) e short ences with	the alphabet in order use letter names to distinguish between	spellings are already known, and learn some words with			morphology and etymology in spelling and understand that	morphology and
e short ences with	use letter names to distinguish between	known, and learn some words with			etymology in spelling and understand that	morphology and
ences with	distinguish between	some words with			and understand that	
ences with	distinguish between					etymology in spelling
	•	each spelling,				
da contala los accosa					the spelling of some	and understand that
ds with known	alternative spellings	including a few			words needs to be	the spelling of some
nd-letter	of the same sound	common			learnt specifically, as	words needs to be
espondences		homophones			listed in Appendix 1	learnt specifically, as
						listed in Appendix 1
		learn to spell common				
		exception words				
		distinguish				
		between				
		homophones and				
		near-homophones				
	spell words with					
		spell words with simple	exception words distinguish between homophones and near-homophones spell words with simple	exception words distinguish between homophones and near-homophones spell words with	exception words distinguish between homophones and near-homophones spell words with	exception words distinguish between homophones and near-homophones



		correspondence					
		accurately e.g. cat,					
		dog, red					
		make phonetically					
		plausible attempts at					
		writing longer words					
		using dominant					
		phonemes and					
		common grapheme					
		representations					
Other word		Other word building	learning the	use further prefixes	use further prefixes	use further prefixes	use further prefixes
building		spelling-use the	possessive	and suffixes and	and suffixes and	and suffixes and	and suffixes and
spelling		spelling rule for	apostrophe (singular)	understand how to	understand how to	understand the	understand the
children should:		adding –s or		add them	add them	guidance for adding	guidance for adding
Siloulu.		es as the plural	learn to spell more			them	them
		marker for nouns	words with contracted	place the	place the possessive		
		and the third	forms	possessive	apostrophe	use dictionaries to	use dictionaries to
		person singular		apostrophe	accurately in words	check the spelling	check the spelling
		marker for verbs	add suffixes to spell	accurately in	with regular plurals	and meaning of	and meaning of
			longer words,	words with regular	and in words with	words	words
		use the prefix un-	including –ment, –	plurals and in	irregular plurals		
			ness, –ful, –less, –ly	words with		use the first 3 or 4	use the first 3 or 4
		use –ing, –ed, –er		irregular plurals	use the first 2 or 3	letters of a word to	letters of a word to
		and –est where no	show awareness of		letters of a word to	check spelling,	check spelling,
		change is needed in	silent letters in	use the first 2 or 3	check its spelling in	meaning or both of	meaning or both of
		the spelling of root	spelling e.g. knight,	letters of a word to	a dictionary	these in a dictionary	these in a dictionary
	'	words	write	check its spelling in a			
				dictionary			
		apply simple	use -le ending as				
		spelling rules and	the most common				
		guidance from	spelling for this				
		Appendix 1	sound at the end				
			of words				
			annly spolling rules				
			apply spelling rules and guidelines from				
			Appendix 1				
Transcription		write from memory	write from memory	write from memory	write from memory		
children should:		simple sentences	simple sentences	simple sentences,	simple sentences,		
Januar Car Silloulu.		dictated by the	dictated by the	dictated by the	dictated by the		
		teacher that include	teacher that include	teacher, that include	teacher, that include		
		words using the GPCs	words using the	words and	words and		
		words dailing the dres	Words using the	words and	words and		



		and common	GPCs, common	punctuation taught	punctuation taught		
		exception words	exception words and	so far.	so far.		
		taught so far	punctuation taught				
			so far.				
Handwriting	Develop their small	sit correctly at a	form lower-case	use the diagonal and	use the diagonal and	choose which shape	choose which shape
children should	l: motor skills so that	table, holding a	letters of the correct	horizontal strokes	horizontal strokes	of a letter to use	of a letter to use
	they can use a range	pencil comfortably	size relative to one	that are needed to	that are needed to	when given choices	when given choices
	of tools competently,	and correctly	another	join letters and	join letters and	and deciding	and deciding
	safely and			understand which	understand which	whether or not to	whether or not to
	confidently (PD)	begin to form lower-	start using some of	letters, when	letters, when	join specific letters	join specific letters
		case letters in the	the diagonal and	adjacent to one	adjacent to one		
	Use their core muscle	correct direction,	horizontal strokes	another, are best left	another, are best left	choose the writing	choose the writing
	strength to achieve a	starting and finishing	needed to join	unjoined	unjoined	implement that is	implement that is
	good posture when	in the right place	letters and			best suited for a task	best suited for a task
	sitting at a table or		understand which	increase the legibility,	increase the		
	sitting on the floor	form capital letters	letters, when	consistency and	legibility,		
	(PD)		adjacent to one	quality of their	consistency and		
			another, are best left	handwriting	quality of their		
			unjoined		handwriting		



Contexts for Writing children should:	Develop the foundations of a handwriting style which is fast, accurate and efficient (PD) Form lower-case and capital letters correctly. (L) Write short sentences (LIT)	form digits 0-9 understand which letters belong to which handwriting 'families' and to practise these Produce recognisable letters and words to convey meaning another person can read writing with some mediation write narratives about personal experiences and those of others (real and fictional) write about real events write poetry write for different purposes	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. write narratives about personal experiences and those of others (real and fictional) write about real events write poetry write for different purposes	discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	identify 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, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed	identify 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, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed
Planning Writing	Articulate their ideas and	say out loud what they are going to	plan or say out loud what they are going to	discuss and record ideas	discus and record ideas	note and develop initial ideas, drawing	note and develop initial ideas, drawing
children should:	thoughts in well-formed sentences (C&L) Connect one idea	write about compose a sentence orally before writing it	write about	compose and rehearse sentences orally (including dialogue), progressively building a varied and rich	compose and rehearse sentences orally (including dialogue),	on reading and research where necessary	on reading and research where necessary
	or action to			vocabulary and an	progressively		



	another using a range of connectives (C&L) Describe events in some detail (C&L)			increasing range of sentence structures	building a varied and rich vocabulary and an increasing range of sentence structures		
Drafting Writing children should:		sequence sentences to form short narratives	write down ideas and/or key words, including new vocabulary encapsulate what they want to say, sentence by sentence	organise paragraphs around a theme in narratives, create settings, characters and plot in non-narrative material, use simple organisational devices (headings & subheadings)	organise paragraphs around a theme in narratives, create settings, characters and plot in non-narrative material, use simple organisational devices (headings & subheadings)	select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action précising longer passages use a wide range of devices to build cohesion within and across paragraphs use further organisational and presentational devices to structure text and to guide the reader	select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action précising longer passages use a wide range of devices to build cohesion within and across paragraphs use further organisational and presentational devices to structure text and to guide the reader



Editing	Re-read what they	re-read what they	evaluate their writing	assess the	assess the	assess the	assess the
Writing	have written to	have written to	with the teacher and	effectiveness of their	effectiveness of	effectiveness of their	effectiveness of
children	check that it makes	check that it	other pupils	own and others'	their own and	own and others'	their own and
should:	sense (LIT)	makes sense		writing and suggest	others' writing and	writing	others' writing
			re-read to check that	improvements	suggest		
		discuss what they	their writing makes		improvements	propose changes to	propose changes to
		have written with	sense and that verbs to	propose changes to		vocabulary, grammar	vocabulary, grammar
		the teacher or	indicate time are used	grammar and	propose changes	and punctuation to	and punctuation to
		other pupils	correctly and	vocabulary to improve	to grammar and	enhance effects and	enhance effects and
			consistently, including	consistency, including	vocabulary to	clarify meaning	clarify meaning
			verbs in the continuous	the accurate use of	improve		
			form	pronouns in sentences	consistency,	ensure the consistent	ensure the
					including the	and correct use of	consistent and
			proofread to check for	proofread for spelling	accurate use of	tense throughout a	correct use of tense
			errors in spelling,	and punctuation errors	pronouns in	piece of writing	throughout a piece
			grammar and		sentences		of writing
			punctuation			ensure correct	
					proofread for	subject and verb	ensure correct subject
					spelling and	agreement when	and verb agreement
					punctuation	using singular and	when using singular
					errors	plural, distinguishing	and plural,
						between the	distinguishing
						language of speech	between the language
						and writing and	of speech and writing
						choosing the	and choosing the
						appropriate register	appropriate register
						proofread for spelling	proofread for
						and punctuation errors	spelling and
							punctuation
							errors



Performing		read their writing	road aloud what they have	read their own	read their own	perform their own	porform their aug
_		_	read aloud what they have			•	perform their own
Writing		aloud clearly enough	written with appropriate	writing aloud,	writing aloud, to a	compositions, using	compositions, using
children		to be heard by their	intonation to make the	to a group or	group or the whole	appropriate intonation,	appropriate
should:		peers and the	meaning clear	the whole class,	class, using	volume, and	intonation, volume,
		teacher		using 	appropriate	movement so that	and movement so
				appropriate	intonation and	meaning is clear.	that meaning is
				intonation and	controlling the		clear.
				controlling the	tone and volume so that the meaning is clear.		
				tone and	is clear.		
				volume so that			
				the meaning is clear.			
Vocabulary	Learn new	leave spaces between	use expanded noun phrases	extend the	extend the range	use a thesaurus	use a thesaurus
children	vocabulary (C&L)	words	to describe and specify	range of	of sentences with	use a tilesaulus	use a tilesaurus
should:	vocabulary (CQL)	words	to describe and specify		more than one		
snoula:	Han many	tataanda and	-44	sentences with		use expanded noun	use expanded noun
	Use new	join words and	attempt some varied vocab	more than one	clause by using a	phrases to convey	phrases to convey
	vocabulary through	joining clauses using	and use some varied sentence	clause by using	wider range of	complicated	complicated
	the day (C&L)	"and"	openings e.g. time	a wider range of	conjunctions,	information concisely	information
		6	connectives	conjunctions,	including when, if,		concisely
	Use new	Use familiar		including when,	because, although	use modal verbs or	
	vocabulary in	adjectives to add		if, because,		adverbs to indicate	use modal verbs
	different contexts	detail e.g. red		although	choose nouns or	degrees of possibility	or adverbs to
	(C&L)	apple, bad wolf			pronouns		indicate degrees
				choose nouns	appropriately for		of possibility
	Listen to and talk			or pronouns	clarity and cohesion		
	about selected			appropriately	and to avoid		
	non-fiction to			for clarity and	repetition		
	develop a deep			cohesion and to			
	familiarity with			avoid repetition			
	new knowledge						
	and vocabulary						
	(C&L)						
Grammar	Articulate their	use regular plural	use coordination (using or,	use the present	use the present	use the perfect form	recognise vocabulary
children	ideas and	noun suffixes (-s, -	and or hut) use same is	perfect form of	perfect form of	of verbs to mark	and structures that
should:	thoughts in	es)	and, or but) use commas in	verbs in	verbs in contrast	relationships of time	are appropriate for
	well-formed		liete	contrast to the	to the past tense	and cause	formal speech and
	sentences (C&L)	use verb suffixes	lists	past tense	f		writing, including
		where root word is			form nouns using	use relative clauses	subjunctive forms
		unchanged (-ing, -ed,	use sentences with	form nouns using	prefixes	beginning with who,	
		-er)	different forms:	prefixes		which, where, when,	use passive verbs to
			statement, question,		use the correct	whose, that or with an	affect the
		use the un- prefix to	exclamation, command	use the correct	form of 'a' or 'an'	implied (i.e. omitted)	presentation of



		change meaning of		form of 'a' or 'an'	use word families	relative pronoun	information in a
		adjectives/adverbs	use subordination (using when,	use word	based on common		sentence
			if, that, or because)	families based	words (solve,	convert nouns or	
		combine words to	use apostrophes for omission	on common	solution, dissolve,		use the perfect
		make sentences,	& singular possession	words (solve,	insoluble)	adjectives into verbs	form of verbs to
		including using and		solution,			mark relationships
		sequence sentences	use the present and past	dissolve,	use a wide range	use verb prefixes	of time and cause
		to form short	tenses correctly and	insoluble)	of fronted		
		narratives	consistently including the		adverbials	use devices to build	understand and use
			progressive form	use fronted	correctly	cohesion, including	differences in informal
		separate of words with		adverbials	punctuated	adverbials of time,	and formal language
		spaces	use extended simple			place and number	
			sentences e.g. including	use conjunctions,	use a wide range		understand synonyms
		use sentence	adverbs and adjectives to	adverbs and	of conjunctions,		& Antonyms
		demarcation (.!?)	add interest	prepositions to	adverbs and		,
			use some features of	express time and	prepositions to		use further cohesive
		use capital letters for	written Standard English	cause	express time and		devices such as
		names and pronoun			cause.		grammatical
		'1')	Learn how to use selected				connections and
			grammar for Year 2	learn, use and	learn, use and		adverbials
			Use and understand	understand	understand the		
			grammatical terminology	the	grammatical		use of ellipsis
			when discussing writing	grammatical	terminology in		'
				terminology in	English Appendix		use hyphens to avoid
				English	2 accurately and		ambiguity
				Appendix 2	appropriately		
				accurately	when discussing		
				and	their writing and		
				appropriately	reading.		
				when			
				discussing			
				their writing			
				and reading.			
Punctuation	Write short	begin to punctuate	develop understanding by	use commas after fronted adverbials	use commas	use commas to	use hyphens to avoid
children	sentences using a	sentences using a	learning how to use familiar	adverbials	after fronted	clarify meaning or	ambiguity
should:	capital letter and	capital letter and a	and new punctuation		adverbials	avoid ambiguity in	
	full stop (LIT)	full stop, question	correctly:	indicate	indicate possession	writing	use semicolons, colons
		mark or	Full stops and capital letters	possession by	by using the		or dashes to mark
		exclamation mark	and question marks use	using the	possessive	use brackets, dashes	boundaries between
			sentence demarcation.	possessive	apostrophe with	or commas to	independent clauses
		use a capital letter for	Exclamation marks and	apostrophe	singular and plural	indicate parenthesis	
		names of people,	commas in a list Apostrophes	with singular	nouns		use a colon to
		i .		l .		i e e e e e e e e e e e e e e e e e e e	1



		places, the days of the week, and the personal pronoun 'I'	for contracted form and for possession	and plural nouns use and punctuate direct speech (including punctuation within and surrounding	use and punctuate direct speech (including punctuation within and surrounding inverted commas)		introduce a list punctuating bullet points consistently
Grammatic al Terminolo gy children should:	Letter capital letter word sentence full stop	letter capital letter word singular plural sentence punctuati on full stop question mark exclamation mark	noun noun phrase statement question exclamation command compound adjective verb suffix adverb tense (past, present) apostrophe comma	inverted commas) adverb preposition conjunction word family prefix clause subordinate clause direct speech consonant conso nant letter vowel letter inverted commas (or 'speech marks')	Determiner pronoun possessive pronoun adverbial	modal verb relative pronoun relative clause parenthesis bracket dash cohesion ambiguity	Subject object active passive synonym antonym ellipsis hyphen colon semi-colon bullet points