



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.

Skills	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonic & Whole word spelling children should:	<p>Spell words by identifying the sounds and then writing the sound with letter/s</p> <p>Write words with known sound-letter correspondences</p> <p>Write simple phrases and sentences that can be read by others.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p>	<p>spell words containing each of the 40+ phonemes taught</p> <p>spell common exception words</p> <p>spell the days of the week</p> <p>name the letters of the alphabet in order</p> <p>use letter names to distinguish between alternative spellings of the same sound</p> <p>spell words with simple phoneme/grapheme correspondence</p>	<p>segment spoken words into phonemes and represent these by graphemes</p> <p>learn 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</p> <p>learn to spell common exception words</p> <p>distinguish between homophones and near-homophones</p>	<p>spell further homophones</p> <p>spell words that are often misspelt (Appendix 1)</p>	<p>spell further homophones</p> <p>spell words that are often misspelt (Appendix 1)</p>	<p>spell some words with 'silent' letters</p> <p>continue to distinguish between homophones and other words which are often confused</p> <p>use knowledge of morphology and etymology in spelling understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1</p>	<p>spell some words with 'silent' letters</p> <p>continue to distinguish between homophones and other words which are often confused</p> <p>use knowledge of morphology and etymology in spelling</p> <p>understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1</p>



		<p>accurately e.g. cat, dog, red</p> <p>make phonetically plausible attempts at writing longer words using dominant phonemes and common grapheme representations</p>					
<p>Other word building spelling children should:</p>		<p>use the spelling rule for adding –s or –es</p> <p>use the prefix un–</p> <p>use –ing, –ed, –er and –est where no change is needed in the spelling of root words</p> <p>apply simple spelling rules and guidance from Appendix 1</p>	<p>learning the possessive apostrophe (singular)</p> <p>learn to spell words with contracted forms</p> <p>add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</p> <p>show awareness of silent letters in spelling e.g. knight, write</p> <p>use –le ending</p> <p>apply spelling rules and guidelines from Appendix 1</p>	<p>use further prefixes and suffixes and understand how to add them</p> <p>place the possessive apostrophe accurately in regular and irregular plurals</p> <p>use the first 2 or 3 letters of a word to check its spelling in a dictionary</p>	<p>use further prefixes and suffixes and understand how to add them</p> <p>place the possessive apostrophe accurately in regular and irregular plurals</p> <p>use the first 2 or 3 letters of a word to check its spelling in a dictionary</p>	<p>use further prefixes and suffixes and understand the guidance for adding them</p> <p>use dictionaries to check the spelling and meaning of words</p>	<p>use further prefixes and suffixes and understand the guidance for adding them</p> <p>use dictionaries to check the spelling and meaning of words</p>
<p>Transcription children should:</p>		<p>write from memory simple sentences dictated by the teacher <i>(including words using the GPCs and common exception words taught so far)</i></p>	<p>write from memory simple sentences dictated by the teacher <i>(including words using the GPCs and common exception words taught so far)</i></p>	<p>write from memory simple sentences, dictated by the teacher <i>(including pre-taught words and punctuation)</i></p>	<p>write from memory simple sentences, dictated by the teacher <i>(including pre-taught words and punctuation)</i></p>		



Handwriting children should:	Develop fine motor skills so that they can use a range of tools competently, safely and confidently Use their core muscle strength to achieve a good posture when sitting	sit correctly at a table, holding a pencil comfortably and correctly Form lower-case letters in the correct direction starting and finishing in the right place form capital letters correctly	form lower-case letters of the correct size Use some of the diagonal and horizontal strokes needed to join letters	use the diagonal and horizontal strokes that are needed to join letters increase the legibility, consistency and quality of their handwriting	use the diagonal and horizontal strokes that are needed to join letters increase the legibility, consistency and quality of their handwriting	choose which shape of a letter to use when given choices choose the writing implement that is best suited for a task	choose which shape of a letter to use when given choices choose the writing implement that is best suited for a task
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	<p>Develop a handwriting style which is fast, accurate and efficient</p> <p>Form lower-case and capital letters correctly.</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Hold a pencil effectively using the tripod grip</p>	<p>form digits 0-9</p> <p>understand and practise which letters belong to which handwriting 'families'</p> <p>Produce recognisable letters and words to convey meaning</p>	<p>write capital letters and digits of the correct size and orientation</p> <p>Use appropriate spacing between words</p>				
<p>Contexts for Writing children should:</p>	<p>retell stories in their own words</p>	<p>write narratives about personal experiences (real and fictional)</p> <p>write about real events</p> <p>Use features of poetry</p> <p>write for different purposes</p>	<p>write narratives about personal experiences (real and fictional)</p> <p>write about real events</p> <p>Use features of poetry</p> <p>write for different purposes</p>	<p>Discuss structure, vocabulary and grammar of different examples of writing (in a particular genre)</p>	<p>Discuss structure, vocabulary and grammar of different examples of writing (in a particular genre)</p>	<p>identify the audience for and purpose of the writing</p> <p>select the appropriate form of writing as models for their own</p> <p>consider how authors have developed characters and settings in different narratives</p>	<p>identify the audience for and purpose of the writing</p> <p>select the appropriate form of writing as models for their own</p> <p>consider how authors have developed characters and settings in different narratives</p>



<p>Planning Writing children should:</p>	<p>Articulate their ideas in well-formed sentences</p> <p>Connect ideas using a range of connectives</p> <p>Describe events in some detail</p>	<p>say out loud what they are going to write about</p> <p>compose a sentence orally</p>	<p>say out loud what they are going to write about</p>	<p>discuss and record ideas</p> <p>compose and rehearse sentences orally</p>	<p>discuss and record ideas</p> <p>compose and orally rehearse progressively complex sentences</p>	<p>Note and develop initial ideas</p>	<p>Note and develop initial ideas</p>
<p>Drafting Writing children should:</p>		<p>sequence sentences to form short narratives</p>	<p>write down ideas and key words</p> <p>sequence sentences to form short narratives</p>	<p>organise paragraphs around a theme</p> <p>(narratives) create settings, characters and plot</p> <p>(non-narratives) use simple organisational devices (headings & subheadings)</p>	<p>organise paragraphs around a theme</p> <p>(narratives) create settings, characters and plot</p> <p>(non-narratives) use simple organisational devices (headings & subheadings)</p>	<p>select appropriate grammar and vocabulary for meaning</p> <p>(narratives) evoke atmosphere and integrate dialogue to advance the action</p> <p>precise longer passages</p> <p>use a wide range of devices to build cohesion</p> <p>(non-narratives) use organisational and presentational devices</p>	<p>select appropriate grammar and vocabulary for meaning</p> <p>(narratives) evoke atmosphere and integrate dialogue to advance the action</p> <p>precise longer passages</p> <p>use a wide range of devices to build cohesion</p> <p>(non-narratives) use organisational and presentational devices</p>
<p>Editing Writing children should:</p>	<p>Re-read work to check that it makes sense</p>	<p>re-read work to check that it makes sense</p> <p>discuss what they have written</p>	<p>evaluate their writing</p> <p>re-read work to check that it makes sense</p> <p>check verbs to indicate time are used correctly</p> <p>proofread for errors in spelling, grammar and</p>	<p>Suggest improvements of their own and others' writing</p> <p>propose changes to grammar, vocabulary and the use of pronouns</p> <p>proofread for spelling</p>	<p>Suggest improvements of their own and others' writing</p> <p>propose changes to grammar, vocabulary and the use of pronouns</p> <p>proofread for</p>	<p>Suggest improvements of their own and others' writing</p> <p>propose changes to vocabulary, grammar and punctuation for effect and meaning</p> <p>ensure the consistent</p>	<p>Suggest improvements of their own and others' writing</p> <p>propose changes to vocabulary, grammar and punctuation for effect and meaning</p> <p>ensure the consistent</p>



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			punctuation	and punctuation errors	spelling and punctuation errors	and correct use of tense ensure correct subject and verb agreement when using singular and plural distinguish between the language of speech and writing and choose the appropriate register proofread for spelling and punctuation errors	and correct use of tense ensure correct subject and verb agreement when using singular and plural distinguish between the language of speech and writing and choose the appropriate register proofread for spelling and punctuation errors
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<p>Performing Writing children should:</p>		<p>read their writing loudly and clearly</p>	<p>Read aloud with appropriate intonation to make the meaning clear</p>	<p>read aloud using appropriate intonation to make the meaning clear control the tone and volume</p>	<p>read aloud using appropriate intonation to make the meaning clear control the tone and volume</p>	<p>perform their own compositions use appropriate intonation, volume, and movement so that the meaning is clear</p>	<p>perform their own compositions use appropriate intonation, volume, and movement so that the meaning is clear</p>
<p>Vocabulary children should:</p>	<p>Learn new vocabulary Use new vocabulary through the day Use new vocabulary in different contexts Listen to and talk about non-fiction to develop a deep familiarity with new knowledge and vocabulary Retell familiar stories using their own words and recently introduced vocabulary Use recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>	<p>leave spaces between words join words and clauses using "and" Use familiar adjectives to add detail e.g. red apple, bad wolf</p>	<p>use expanded noun phrases to describe and specify attempt some varied vocabulary and sentence openers e.g. time connectives</p>	<p>Extend sentences by using a range of conjunctions (when, if, because, although) choose nouns or pronouns to avoid repetition</p>	<p>Extend sentences by using a range of conjunctions (when, if, because, although) choose nouns or pronouns to avoid repetition</p>	<p>use a thesaurus use expanded noun phrases to convey complicated information concisely use modal verbs or adverbs to indicate degrees of possibility</p>	<p>use a thesaurus use expanded noun phrases to convey complicated information concisely use modal verbs or adverbs to indicate degrees of possibility</p>



<p>Grammar children should:</p>	<p>Articulate their ideas and thoughts in well-formed sentences</p>	<p>use regular plural noun suffixes (-s, -es)</p> <p>use verb suffixes where root word is unchanged (-ing, -ed, -er)</p> <p>use the un- prefix to change meaning of adjectives/adverbs</p> <p>combine words to make sentences, including using 'and'</p> <p>sequence sentences to form short narratives</p> <p>separate of words with spaces</p> <p>use sentence demarcation (. ! ?)</p> <p>use capital letters for names and the pronoun 'I'</p>	<p>use coordination (using or, and, or but)</p> <p>use commas in lists</p> <p>use sentences with different forms: statement, question, exclamation, command</p> <p>use subordination (using when, if, that, or because)</p> <p>use apostrophes for omission & singular possession</p> <p>use the present and past tenses consistently including the progressive form</p> <p>use extended simple sentences including adverbs and adjectives to add interest</p> <p>use some features of written Standard English</p> <p>Learn how to use selected grammar for Year 2</p> <p>Use and understand grammatical terminology when discussing writing</p>	<p>use the present perfect form of verbs in contrast to the past tense</p> <p>form nouns using prefixes</p> <p>use the correct form of 'a' or 'an'</p> <p>use word families based on common words (solve, solution, dissolve, insoluble)</p> <p>use fronted adverbials</p> <p>use conjunctions, adverbs and prepositions to express time and cause</p> <p>learn, use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing</p>	<p>use the present perfect form of verbs in contrast to the past tense</p> <p>form nouns using prefixes</p> <p>use the correct form of 'a' or 'an'</p> <p>use word families based on common words (solve, solution, dissolve, insoluble)</p> <p>use a wide range of fronted adverbials correctly punctuated</p> <p>use a wide range of conjunctions, adverbs and prepositions to express time and cause.</p> <p>learn, use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p>	<p>use the perfect form of verbs to mark relationships of time and cause</p> <p>use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</p> <p>convert nouns or adjectives into verbs</p> <p>use verb prefixes</p> <p>use devices to build cohesion, including adverbials of time, place and number</p>	<p>recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p> <p>use passive verbs to affect the presentation of information in a sentence</p> <p>use the perfect form of verbs to mark relationships of time and cause</p> <p>understand and use differences in informal and formal language</p> <p>understand synonyms & antonyms</p> <p>use further cohesive devices such as grammatical connections and adverbials</p> <p>use of ellipsis</p> <p>use hyphens to avoid ambiguity</p>
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				their writing and reading.			
Punctuation children should:	Write short sentences using a capital letter and full stop	begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'	use familiar and new punctuation correctly: <i>Full stops and capital letters and question marks</i> <i>Exclamation marks and commas in a list</i> <i>Apostrophes for contracted form and for possession</i>	use commas after fronted adverbials Use the possessive apostrophe for singular and plural nouns use and punctuate direct speech	use commas after fronted adverbials Use the possessive apostrophe for singular and plural nouns use and punctuate direct speech	use commas to clarify meaning or avoid ambiguity use brackets, dashes or commas to indicate parenthesis	use hyphens to avoid ambiguity use semicolons, colons or dashes to mark boundaries between independent clauses use a colon to introduce a list punctuate bullet points consistently
Grammatical Terminology 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	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



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