

Progression Map

Essential Knowledge for a writer.

- Knowledge of grammatical features to form sentences.
- Knowledge of various punctuation.
- Knowledge of tense.
- Knowledge of adapting words.

Essential Skills for a writer

- To be an effective communicator by explaining and forming sentences well.
- To be able to express ideas by accurately choosing and adapting words to show meaning.
- To be able to accurately punctuate sentences to show meaning.

<p>Connect Explain Attempt Apply</p>	EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Sentence structure and tense		<p><u>Year 1</u> To use simple sentence structures.</p> <p><u>Year 2</u> To use the present tense and the past tense mostly correctly and consistently. To form sentences with different forms: statement, question, exclamation, command. To use some features of written Standard English.</p>	<p><u>Year 3</u> To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement. To use 'a' or 'an' correctly throughout a piece of writing.</p> <p><u>Year 4</u> To always maintain an accurate tense throughout a piece of writing. To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'.</p>	<p><u>Year 5</u> To ensure the consistent and correct use of tense throughout all pieces of writing.</p> <p><u>Year 6</u> To ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural.</p>
Use of phrases and clauses		<p><u>Year 1</u> To use the conjunction 'and' to link ideas and sentences. To begin to form simple compound sentences.</p> <p><u>Year 2</u> To using co-ordination (or/and/but). To use some subordination (when/if/that/because). To use expanded noun phrases to describe and specify (e.g. the blue butterfly). Understand how grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.</p>	<p><u>Year 3</u> To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although. To use a range of conjunctions, adverbs and prepositions to show time, place and cause.</p> <p><u>Year 4</u> To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences. To expand noun phrases with the addition of ambitious modifying</p>	<p><u>Year 5</u> To use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly). To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery. To show degrees of possibility using adverbs or modal verbs.</p> <p><u>Year 6</u> To use the subjunctive form in formal</p>

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			<p>adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit.</p> <p>Using fronted adverbials.</p> <p>To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.</p>	<p>writing.</p> <p>To use the perfect form of verbs to mark relationships of time and cause.</p> <p>To use the passive voice.</p> <p>To use question tags in informal writing.</p>
Word formation		<p><u>Year 1</u> Regular plural noun suffixes –s or –es including the effects of these suffixes on the meaning of the noun Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) How the prefix un– changes the meaning of verbs and adjectives</p> <p><u>Year 2</u> Formation of nouns using suffixes such as –ness, –er and by compounding Formation of adjectives using suffixes such as –ful, –less Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs</p>	<p><u>Year 3</u> Formation of nouns using a range of prefixes. Use of the forms a or an according to whether the next word begins with a consonant or a vowel. Word families based on common words, showing how words are related in form and meaning.</p> <p><u>Year 4</u> The grammatical difference between plural and possessive –s. Standard English forms for verb inflections instead of local spoken forms.</p>	<p><u>Year 5</u> Converting nouns or adjectives into verbs using suffixes Verb prefixes</p> <p><u>Year 6</u> The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing. How words are related by meaning as synonyms and antonyms.</p>
Punctuation		<p>To use the full range of punctuation from previous year groups plus:</p> <p><u>Year 1</u> Capital letters for names, places, the days of the week and the personal pronoun ‘I’. Separation of words with spaces. Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</p>	<p>To use the full range of punctuation from previous year groups plus:</p> <p><u>Year 3</u> To punctuate direct speech accurately, including the use of inverted commas.</p> <p><u>Year 4</u> To use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas.</p>	<p>To use the full range of punctuation from previous year groups plus:</p> <p><u>Year 5</u> To use commas consistently to clarify meaning or to avoid ambiguity. To use brackets, dashes or commas to indicate parenthesis.</p> <p><u>Year 6</u> Consistent and accurate use of semi-colons, dashes and colons to mark the boundary between independent clauses.</p>

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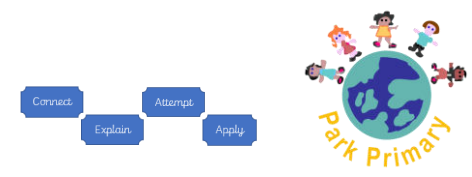
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		<p><u>Year 2</u> Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. Commas to separate items in a list Apostrophes to mark letters missing in contractions. Apostrophes to mark singular possession in nouns</p>	<p>To consistently use apostrophes for singular and plural possession. Use of commas after fronted adverbials</p>	<p>Use of the colon to introduce a list and use of semi-colons within lists Bullet points to list information How hyphens can be used to avoid ambiguity.</p>
Vocabulary		<p>All vocabulary taught previously plus: <u>Year 1</u> letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark and prefix <u>Year 2</u> noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.</p>	<p>All vocabulary taught previously plus: <u>Year 3</u> preposition, conjunction, word family, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks) <u>Year 4</u> determiner, pronoun, possessive pronoun and adverbial.</p>	<p>All vocabulary taught previously plus: <u>Year 5</u> modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity. <u>Year 6</u> subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points.</p>

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