Writing Curriculum Progression Map

This progression map details the skills and knowledge that children at The Free School Norwich will gain at each stage of the curriculum.

Vocabulary, grammar and punctuation						
Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**	**Greater Depth**
Use plural noun suffixes -s and -es Add suffixes to verbs where no change is needed to the root Change the meaning of verbs and adjectives by adding the prefix un Combine words to make sentences Leave spaces between words Join words and clauses using and 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	Form nouns and adjectives using suffixes Add -er and -est to adjectives Add -ly to turn adjectives into adverbs Use punctuation correctly: • full stops • capital letters • exclamation marks • question marks • commas for lists • apostrophes for contracted forms • apostrophes for the possessive (singular)	Use adverbs and prepositions to express time, place and cause Use conjunctions to express time, place and cause (when, before, after, while, so because) Use inverted commas to punctuate direct speech Group related ideas into paragraphs Use the present perfect form of verbs in contrast to the past tense Build an increasing range of sentence structures Form nouns with a range of prefixes	Recognise the grammatical difference between plural and possessive 's' Use Standard English forms for verb inflections Extend the range of sentences with more than one clause by using a wider range of conjunctions (including: when, if, because, although) Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Expand noun phrases by the addition of modifying adjectives, nouns and propositional phrases	Use expanded noun phrases to convey complicated information concisely Use modal verbs or adverbs to indicate degrees of possibility Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun Use devices to build cohesion within a paragraph Link ideas across paragraphs using adverbials of time, place and number Link ideas using tense choices Use commas to clarify meaning or	Recognise vocabulary and structures for formal speech and writing, including subjunctive forms Use passive verbs Use the perfect form of verbs Use expanded noun phrases to convey complicated information concisely Link ideas across paragraphs using a wider range of cohesive devices (e.g. repetition, adverbials, ellipsis) Use hyphens to avoid ambiguity Use semi-colons, colons or dashes to mark boundaries	Children may be assessed as being greater depth in this curriculum area if they are able to meet the expected outcomes of the year group above their chronological age securely. Year 6s may be judged as greater depth if they are able to demonstrate a confident and effective application of vocabulary, grammar and text structure, making deliberate choices about form, style and language to achieve their intended purpose and engage their audience.

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the week and the personal pronoun I Use simple description Spell words containing phonemes already taught Spell common exception words Make phonically plausible attempts to spell words that have not yet been learnt	Write sentences with different forms: • statement • questions • exclamation • command Use expanded noun phrases to describe and specify Use present and past tenses correctly and consistently Use the progressive form of verbs in the present and past tense Use sub-ordination (using when, if, that or because) Use co-ordination (using or, and so, but) Use homophones and near homophones	Use a or an according to whether the next word begins with a vowel or consonant Build a varied and rich vocabulary In narratives, create settings, characters and plot In non-narrative, use simple organisational devices, such as headings and sub-headings, to aid presentation	Use fronted adverbials Use commas after fronted adverbials Indicate possession by using the possessive apostrophe with plural nouns Use inverted commas and other punctuation to punctuate direct speech Organise paragraphs around a theme Build a varied and rich vocabulary Use present and past tenses correctly and consistently, including the progressive form and the present perfect form	avoid ambiguity in writing Use brackets, dashes or commas to indicate parenthesis Variety of verb forms used correctly and consistently including the present perfect form Use commas after fronted adverbials Organise paragraphs around a theme Use inverted commas and other punctuation to punctuate direct speech Extend the range of sentences with more than one clause by using a wider range of conjunctions	between independent clauses Use a colon to introduce a list and use of semi-colons within lists Punctuate bullet points consistently Link ideas across paragraphs using a wide range of cohesive devices Use modal verbs or adverbs to indicate degrees of possibility Use brackets, dashes or commas to indicate parenthesis Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun	

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Composition						
Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**	**Greater Depth**
Say out loud what is going to be written about Compose a sentence orally before writing it Sequence sentences to form short narratives Re-read what they have written to check that it makes sense Discuss what has been written with the teacher or other pupils Read aloud their writing clearly enough to be heard by their peers and the teacher	Write narratives about personal experiences and those of others (real or fictional) Write about real events Write poetry Write for different purposes Plan or say aloud what is going to be written about Write down ideas, key words and new vocabulary Encapsulate what is to be written, sentence by sentence Make simple additions, revisions and corrections Evaluate writing with the teacher and other pupils	Plan writing by discussing the structure, vocabulary and grammar of similar writing Discuss and record ideas Compose and rehearse sentences orally Assess the effectiveness of own and others' writing Propose changes to grammar and vocabulary to improve consistency Proof-read for spelling and punctuation errors Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear.	Plan writing by discussing the structure, vocabulary and grammar of similar writing Discuss and record ideas Compose and rehearse sentences orally Build an increasing range of sentence structures In narratives, create settings, characters and plot In non-narrative material, use simple organisational devices Assess the effectiveness of own and others' writing Propose changes to grammar and vocabulary to improve consistency,	Identify the audience for and purpose of writing Note and develop initial ideas, drawing on reading and research Enhance meaning through selecting appropriate grammar and vocabulary Describe settings, characters and atmosphere Précis longer passages Integrate dialogue to convey character and advance the action Use organisational and presentational devices to structure text Propose changes to vocabulary, grammar and punctuation to	Identify and adapt writing to suit a range of audiences and purposes Generate and develop ideas independently, drawing on reading, research and personal experience Enhance meaning through vocabulary and varied grammatical construction Describe settings, characters and atmosphere with precision and effect Précis longer passages Integrate dialogue effectively to convey character and advance the action Use a range of organisational and presentational	Children may be assessed as being greater depth in this curriculum area if they are able to meet the expected outcomes of the year group above their chronological age securely. Year 6s may be judged as greater depth if they are able to write for a wide range of purposes and audiences, including: • well-structured formal expository and narrative essays; • stories, • scripts, • poetry and other imaginative writing; • notes and polished scripts for talks and presentations

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	Reread to check that their writing makes sense and that verbs to indicate time are used correctly and consistently Proof-read to check for errors in spelling, grammar and punctuation Read aloud with intonation		including the accurate use of pronouns in sentences Proof-read for spelling and punctuation errors Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear.	enhance effects and clarify meaning Use consistent and correct tense Distinguish between the language of speech and writing Choose the appropriate register Proof-read for spelling and punctuation errors Perform own compositions using appropriate intonation, volume and movement	devices to structure texts cohesively Evaluate and edit writing independently to improve clarity, cohesion and impact Maintain consistent and correct tense, using shifts deliberately where appropriate Distinguish confidently between the language of speech and writing Choose and sustain an appropriate register for audience Proofread independently for spelling, punctuation and grammatical accuracy Perform own compositions fluently and confidently for an audience	and a range of other narrative and non-narrative texts, including: • arguments, • personal and formal letters.