



## Shirley Heath Junior School Writing Progression Map

	Year 3	Year 4	Year 5	Year 6
Phonics and spelling rules	<ul style="list-style-type: none"> <li>• To spell words with the /ei/ sound spelt 'ei', 'eigh', or 'ey' (e.g. vein, weigh, eight, neighbour, they, obey).</li> <li>• To spell words with the /ɪ/ sound spelt 'y' in a position other than at the end of words (e.g. mystery, gym).</li> <li>• To spell words with a short /u/ sound spelt with 'ou' (e.g. young, touch, double, trouble, country).</li> <li>• To spell words with /shuhn/ endings spelt with 'sion' (if the root word ends in 'se', 'de' or 'd', e.g. division, invasion, confusion, decision, collision, television).</li> </ul>	<ul style="list-style-type: none"> <li>• To spell words ending with the /zher/ sound spelt with 'sure' (e.g. measure, treasure, pleasure, enclosure).</li> <li>• To spell words ending with the /cher/ sound spelt with 'ture' (e.g. creature, furniture, picture, nature, adventure).</li> <li>• To spell words with a /sh/ sound spelt with 'ch' (e.g. chef, chalet, machine, brochure).</li> <li>• To spell words with a /k/ sound spelt with 'ch' (e.g. scheme, chorus, chemist, echo, character).</li> <li>• To spell words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' (e.g. league, tongue, antique, unique).</li> <li>• To spell words with a /shuhn/ sound spelt with 'cian' (if the root word ends in 'c' or 'cs', e.g. musician,</li> </ul>	<ul style="list-style-type: none"> <li>• To spell words with endings that sound like /shuhs/ spelt with -cious (e.g. vicious, precious, conscious, delicious, malicious, suspicious).</li> <li>• To spell words with endings that sound like /shuhs/ spelt with -tious or -ious (e.g. ambitious, cautious, fictitious, infectious, nutritious).</li> <li>• To spell words with 'silent' letters that cannot be predicted from the pronunciation of the word (e.g. doubt, island, lamb, solemn, thistle, knight).</li> <li>• To spell words containing the letter string 'ough' (e.g. ought, bought, thought, nought, brought, fought, rough, tough, enough, cough, though, although, dough, through,</li> </ul>	<ul style="list-style-type: none"> <li>• To spell words ending in -able and -ably (e.g. adorable/ adorably, applicable/ applicably, considerable/ considerably, tolerable/ tolerably).</li> <li>• To spell words ending in -ible and -ibly (e.g. possible/possibly, horrible/horribly, terrible/ terribly, visible/visibly, incredible/incredibly, sensible/sensibly).</li> <li>• To spell words with a long /e/ sound spelt 'ie' or 'ei' after 'c' (e.g. deceive, conceive, receive, perceive, ceiling) and exceptions (e.g. protein, caffeine, seize).</li> <li>• To spell words with endings which sound</li> </ul>

		<p>electrician, magician, politician, mathematician).</p> <ul style="list-style-type: none"> <li>• To spell words with a /shuhn/ sound spelt with 'tion' (if the root word ends in 'te' or 't' or has no definite root, e.g. invention, injection, action, hesitation, completion).</li> <li>• To spell words with a /shuhn/ sound spelt with 'ssion' (if the root word ends in 'ss' or 'mit', e.g. expression, discussion, confession, permission, admission).</li> <li>• To spell words with the /s/ sound spelt with 'sc' (e.g. science, scene, discipline, fascinate, crescent).</li> </ul>	<p>thorough, borough, plough, bough).</p>	<p>like /shuhl/ after a vowel letter using 'cial' (e.g. official, special, artificial).</p> <ul style="list-style-type: none"> <li>• To spell words with endings which sound like /shuhl/ after a vowel letter using 'tial' (e.g. partial, confidential, essential).</li> </ul>
Common exception words	To spell many of the Y3 and Y4 statutory spelling words correctly.	To spell many of the Y3 and Y4 statutory spelling words correctly.	To spell many of the Y5 and Y6 statutory spelling words correctly.	To spell many of the Y5 and Y6 statutory spelling words correctly.

<p>Prefixes and suffixes</p>	<ul style="list-style-type: none"> <li>• Review of Year 2 prefixes and suffixes</li> <li>• To spell most words with the prefixes un, dis-, mis-, super-, re, anti, sub, auto, inter, in, il, im, ir- correctly (e.g. disobey, mistreat, bicycle, reapply, defuse, subdivide, interact, supermarket, antiseptic, autograph).</li> <li>• To spell most words with the suffix -ly with no change to the root word; root words that end in 'le', 'al' or 'ic' and the exceptions to the rules.</li> <li>• To spell most words with the suffix ally and ation eg information, adoration, terrifically, comically.</li> <li>• To spell words with added suffixes beginning with a vowel (-er/-ed/- ing) to words with more than one syllable (unstressed last syllable, e.g. limiting offering).</li> <li>• To spell words with added suffixes beginning with a vowel (-er/-ed/- en/-ing) to words with more than one syllable (stressed last</li> </ul>	<ul style="list-style-type: none"> <li>• Review of Year 3 prefixes and suffixes</li> <li>• To correctly spell most words with the prefixes un, dis, mis, re( eg uncertain, disturb, misbehave, recycle)</li> <li>• To form nouns with the suffix -ation (e.g. information, adoration, sensation, preparation, admiration).</li> <li>• To spell words with the suffix -ous with no change to root words, no definitive root word, words ending in 'y', 'our' or 'e' and the exceptions to the rule (e.g. joyous, fabulous, mysterious, rigorous, famous, advantageous).</li> </ul>	<ul style="list-style-type: none"> <li>• To use their knowledge of adjectives ending in -ant to spell nouns ending in -ance/-ancy (e.g. observant, observance, expectant, hesitant, hesitancy, tolerant, tolerance, substance).</li> <li>• To use their knowledge of adjectives ending in -ent to spell nouns ending in -ence/-ency (e.g. innocent, innocence, decent, decency, frequent, frequency, confident, confidence, obedient, obedience, independent).</li> <li>• To use their knowledge of adjectives ending in -ant to spell nouns ending in -ance/-ancy (e.g. observant, observance, expectant, hesitant, hesitancy, tolerant, tolerance, substance).</li> <li>• To use their knowledge of adjectives ending in -ent to spell nouns ending in -ence/-ency (e.g. innocent, innocence, decent, decency, frequent, frequency, confident, confidence, obedient, obedience, independent).</li> </ul>	<ul style="list-style-type: none"> <li>• To spell words by adding suffixes beginning with vowel letters to words ending in -fer (e.g. referring, referred, referral, preferring, preferred, transferring, transferred, reference, referee, preference, transference).</li> </ul>
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	<p>syllable, e.g. forgotten beginning)</p> <ul style="list-style-type: none"> <li>• Adding suffixes beginning with vowel letters to words of more than one syllable (e.g. forgetting, forgotten, prefer, preferred)</li> </ul>			
<p>Further spelling conventions</p>	<ul style="list-style-type: none"> <li>• To spell some homophones and near-homophones, including here/hear, brake/break and ball/bawl.</li> <li>• To use the first two or three letters of a word to check its spelling in a dictionary.</li> <li>• Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul>	<ul style="list-style-type: none"> <li>• To spell some more complex homophones and near-homophones, including hole/whole, aloud/allowed, weather/whether.</li> <li>• To spell words that use the possessive apostrophe with plural words, including irregular plurals (e.g. girls', boys', babies', children's, men's, mice's).</li> <li>• To use their spelling knowledge to use a dictionary more efficiently.</li> <li>• Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul>	<ul style="list-style-type: none"> <li>• To spell complex homophones and near-homophones, including who's/whose and stationary/stationery.</li> <li>• To use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</li> <li>• To use a thesaurus.</li> <li>• Write from memory more complicated sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul>	<ul style="list-style-type: none"> <li>• To spell more complex homophones and near-homophones that include nouns that end in -ce/-cy and verbs that end in -se/-sy (e.g. practice/ practise, licence/license, advice/advise).</li> <li>• To spell words that contain hyphens (e.g. co-ordinate, re-enter, co-operate, co-own).</li> <li>• To use a knowledge of morphology and etymology in spelling and understand that the spelling of some</li> </ul>

				<p>words needs to be learnt specifically.</p> <ul style="list-style-type: none"> <li>• To use dictionaries and thesauruses to check the spelling and meaning of words and confidently find synonyms and antonyms.</li> <li>• Write from memory more complicated sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul>
Letter formation, placement and positioning	To use a neat, joined handwriting style with increasing accuracy and speed. (starting with pencil and leading onto pen when consistent)	To increase the legibility, consistency and quality of their handwriting [e.g by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].	To increase the speed of their handwriting so that problems with forming letters do not get in the way of writing down what they want to say. To be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version.	To write legibly, fluently and with increasing speed by: -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.
Joining letters	To continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when	To confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency.	To confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way.	To recognise when to use an unjoined style (e.g. for labelling a diagram or data, writing an email address or for algebra)

	adjacent to one another, are best left unjoined.			and capital letters (e.g. for filling in a form).
Planning, Writing and editing	<ul style="list-style-type: none"> <li>To begin to use ideas from their own reading and modelled examples to plan their writing.</li> <li>To compose and rehearse sentences orally (including dialogue).</li> <li>To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements.</li> <li>To begin to organise their writing into paragraphs around a theme.</li> <li>To read aloud their own writing, to a group or the whole class, using appropriate volume.</li> <li>In narratives create settings, character and plot.</li> <li>In non-narrative material, use simple organisational devices.</li> <li>Proof-read for spelling and punctuation errors.</li> </ul>	<ul style="list-style-type: none"> <li>To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</li> <li>To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader.</li> <li>To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion.</li> <li>To read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> <li>In narratives create settings, character and plot.</li> <li>In non-narrative material, use simple organisational devices.</li> </ul>	<ul style="list-style-type: none"> <li>To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</li> <li>To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed.</li> <li>To proofread work to précis longer passages by removing unnecessary repetition or irrelevant details.</li> <li>To consistently link ideas across paragraphs.</li> <li>To proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements.</li> <li>To read aloud their own writing, to a group or the whole class, using appropriate intonation</li> </ul>	<ul style="list-style-type: none"> <li>To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</li> <li>To note down and develop initial ideas, drawing on reading and research where necessary.</li> <li>To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).</li> <li>To use a wide range of devices to build cohesion within and across paragraphs.</li> <li>To habitually proofread for spelling and punctuation errors.</li> <li>To propose changes to vocabulary, grammar</li> </ul>

		<ul style="list-style-type: none"><li>• Proof-read for spelling and punctuation errors</li></ul>	and controlling the tone and volume so that the meaning is clear.	and punctuation to enhance effects and clarify meaning. <ul style="list-style-type: none"><li>• To recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing.</li><li>• To proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements.</li><li>• To read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li></ul>
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<p>Purpose and structure</p>	<ul style="list-style-type: none"> <li>• To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</li> <li>• To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).</li> <li>• To make deliberate ambitious word choices to add detail.</li> <li>• To begin to create settings, characters and plot in narratives.</li> </ul>	<ul style="list-style-type: none"> <li>• To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).</li> <li>• To write a range of narratives that are well-structured and well-paced.</li> <li>• To create detailed settings, characters and plot in narratives to</li> <li>• engage the reader and to add atmosphere.</li> <li>• To begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear.</li> </ul>	<ul style="list-style-type: none"> <li>• To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes.</li> <li>• To describe settings, characters and atmosphere with carefully- chosen vocabulary to enhance mood, clarify meaning and create pace.</li> <li>• To regularly use dialogue to convey a character and to advance the action.</li> <li>• To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.</li> </ul>	<ul style="list-style-type: none"> <li>• To 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 (including literary language, characterisation, structure, etc.).</li> <li>• To distinguish between the language of speech and writing and to choose the appropriate level of formality.</li> <li>• To select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using</li> </ul>
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				modal verbs to suggest degrees of possibility).
Sentence structure and tense	<ul style="list-style-type: none"> <li>To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement.</li> <li>To use 'a' or 'an' correctly throughout a piece of writing.</li> </ul>	<ul style="list-style-type: none"> <li>To always maintain an accurate tense throughout a piece of writing.</li> <li>To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'.</li> </ul>	<ul style="list-style-type: none"> <li>To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.</li> <li>To ensure the consistent and correct use of tense throughout all pieces of writing.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>
Use of phrases and clauses	<ul style="list-style-type: none"> <li>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.</li> <li>To use a range of conjunctions, adverbs</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>To expand noun phrases with the addition of</li> </ul>	<ul style="list-style-type: none"> <li>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).</li> </ul>	<ul style="list-style-type: none"> <li>To use the subjunctive form in formal writing.</li> <li>To use the perfect form of verbs to mark relationships of time and cause.</li> <li>To use the passive voice.</li> <li>To use expanded noun phrases to</li> </ul>

	and prepositions to show time, place and cause.	ambitious modifying adjectives and prepositional phrases. <ul style="list-style-type: none"> <li>To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.</li> <li>To use fronted adverbials with a comma.</li> </ul>	<ul style="list-style-type: none"> <li>To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns).</li> <li>To use expanded noun phrases to convey complicated information.</li> </ul>	convey complicated information concisely.
Punctuation	<ul style="list-style-type: none"> <li>To use the full range of punctuation from previous key stage.</li> <li>To use some punctuation for direct speech (inverted commas and capital letter at the start)</li> <li>To mostly use capital letters and full stops to demarcate sentences.</li> <li>To use question marks and exclamation marks when required.</li> </ul>	<ul style="list-style-type: none"> <li>To punctuate direct speech mostly correctly.</li> <li>To consistently use apostrophes for singular and plural possession.</li> <li>To use the comma for lists correctly.</li> <li>To use the comma to mark clauses sometimes.</li> </ul>	<ul style="list-style-type: none"> <li>To punctuate direct speech accurately including commas.</li> <li>To use commas for clauses sometimes.</li> <li>To use brackets, dashes or commas to indicate parenthesis.</li> </ul>	<ul style="list-style-type: none"> <li>To use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semi- colons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity.</li> </ul>
Use of terminology	To recognise and use the terms preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel	To recognise and use the terms determiner, pronoun, possessive pronoun and adverbial.	To recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity.	To recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points.

	letter and inverted commas (or speech marks).			
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