

### LSPA - Writing Skills Progression Map

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Vocabulary	Use a wider range of vocabulary	Articulate their ideas and thoughts in well-formed sentences.	<p>Add suffixes to verbs where no spelling change is needed to the root word e.g. helping, helped, Helper.</p> <p>Add the prefix 'un' to verbs and adjectives to change the meaning e.g. untie, unkind</p>	<p>Some detail is included through word choice appropriate to task (e.g. technical Vocabulary /topic specific vocabulary)</p> <p>Use the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs</p>	<p>Select vocab from word banks &amp; modelled text.</p> <p>Recognise families based on common words, showing how words are related in form &amp; meaning e.g. solve, solution, solver, dissolve</p>	<p>Select vocab from word banks &amp; modelled text</p> <p>Identify word families based on common words, showing how words are related in form &amp; meaning</p> <p>Choose vocabulary for effect - some use of stylistic features support purpose e.g. formal / informal</p>	<p>Choose vocabulary for effect - some use of stylistic features support purpose, e.g. formal/informal vocabulary; appropriate use of similes</p> <p>Use reasonably wide range of vocabulary, though not always appropriately</p> <p>Investigate and collect a range of synonyms and antonyms e.g. mischievous, wicked, evil, impish, spiteful, well-behaved</p> <p>Use dictionaries to check the spelling and meaning of words</p> <p>Use a thesaurus</p>	<p>Can choose vocabulary for effect e.g. alliteration, metaphors, puns, emotive phrases</p> <p>Select and use appropriate vocabulary, understanding how such choices can change and enhance Meaning</p> <p>Investigate and collect a range of synonyms and antonyms e.g. mischievous, wicked, evil, impish, spiteful, Well-behaved.</p> <p>Explore, collect and use vocabulary typical of formal and informal speech and writing e.g. find out – discover, ask for - request, go in – enter.</p>

Punctuation		<p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p>	<p>Separate words with spaces.</p> <p>Use punctuation to demarcate simple sentences (capital letters and full stops)</p> <p>Use capital letter for the personal pronoun I</p> <p>Use capital letters for names of people, places and days of the week</p> <p>Identify and use question marks and exclamation marks.</p>	<p>Demarcate some sentences with capital letters and full stops</p> <p>Demarcate most sentences with capital letters and full stops, with some use of question and exclamation marks</p> <p>Use the full range of punctuation taught at Key Stage 1, mostly correctly</p> <p>Use capital letters for almost all proper nouns</p> <p>Use commas to separate items in a list</p>	<p>Begin to use commas to separate clauses.</p> <p>Use commas to separate clauses in complex sentences where subordinate clause appears first e.g. Although it was raining, we decided not to take our Coats</p> <p>Use commas after fronted adverbials e.g. The day after tomorrow, I'm visiting my aunt</p> <p>Demarcate sentences accurately throughout, including question marks</p> <p>Begin to use inverted commas to punctuate direct speech</p>	<p>Demarcate sentences accurately, including question marks</p> <p>Use commas accurately in lists &amp; to demarcate clauses in complex sentences (although this might not always be accurate)</p> <p>Indicate direct speech with inverted commas &amp; other punctuation</p> <p>Mark plural possession with apostrophes e.g. the girl's name / the girls' names</p> <p>Use commas after fronted adverbials</p>	<p>Use capital letters, full stops, question marks, exclamation marks, commas for list and apostrophes for contractions mostly correctly</p> <p>Accurately use commas to demarcate clauses to clarify meaning or avoid ambiguity e.g. 'Let's eat Grandma.' and 'Let's eat, Grandma.'</p> <p>Identify and use brackets to indicate parenthesis,</p> <p>Identify and use dashes to indicate parenthesis, e.g. in less formal writing: The cake was lovely – delicious in fact – so I had another slice.</p> <p>Use a colon to introduce a list</p> <p>Some correct use of semi-colons to separate items in a list if these items consist of longer phrases or have commas in them. e.g. I need large, juicy tomatoes; half a pound of unsalted butter; a kilo of fresh pasta; and a jar of black olives.</p> <p>Punctuate bullet points (consistency of case and full stop use)</p>	<p>Revise and apply full range of punctuation taught in Years 1 – 5 (see appendix)</p> <p>Use punctuation for parenthesis mostly correctly – brackets, commas and dashes</p> <p>Use commas to clarify meaning or avoid ambiguity in writing i. e. Anna's favourite things are camping holidays cycling and swimming</p> <p>Use ellipsis to link ideas between paragraphs</p> <p>Identify and use semi-colons to mark the boundary between Independent clauses e.g. It is raining; I am fed up.</p> <p>Punctuate bullet points consistently.</p> <p>Identify and use colons to introduce a list.</p> <p>Identify and use semi-colons within lists.</p> <p>Explore how hyphens can be used to avoid ambiguity e.g. man eating shark versus man-eating shark.</p>
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Grammar		<p>Connect one idea or action to another using a range of connectives. (speaking)</p>	<p>Use the joining word and to link words and clauses.</p> <p>Extend range of joining words to link words and clauses using but and or</p> <p>Make singular nouns plural using 's' and 'es' e.g. dog, dogs; wish, wishes.</p>	<p>Use some expanded noun phrases to describe and specify [for example, the blue butterfly, plain flour, the man in the moon]</p> <p>Present and past tenses mostly used correctly and consistently.</p> <p>Use coordination (or, and, or but) and some subordination (when, if, that, because) e.g. We went out to to play when we had finished our writing.</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress e.g. she is drumming, he was shouting</p>	<p>Form nouns using range of prefixes e.g. super-, anti-, auto</p> <p>Use forms a or an according to whether the next word begins with a consonant or vowel e.g. a rock, an open box</p> <p>Express time, place &amp; cause using conjunctions e.g. when, before, after, while, so, because; adverbs e.g. then, soon, therefore; or prepositions e.g. before, after, during, in, because</p> <p>Use perfect form of verbs - have &amp; has to indicate completed action e.g. He has gone out to play (present perfect) not he went out to play (simple past)</p> <p>Understand terminology: preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant, vowel, inverted commas (speech marks)</p> <p>Begin to recognise and use a range of fronted adverbials</p> <p>Begin to develop multi-clause sentences use subordinating conjunctions e.g. because</p>	<p>Extend range of sentences used with more than one clause, with wider range of conjunctions, e.g. when, if, because, although</p> <p>Show time &amp; cause with adverbs, conjunctions &amp; prepositions</p> <p>Select nouns or pronouns appropriate for clarity, cohesion &amp; avoid repetition</p> <p>Explore, identify, collect and use noun phrases e.g. the crumbly cookie with tasty marshmallow Pieces.</p> <p>Understand difference between plural and possessive use of 's'</p> <p>Use of Standard English forms for verb inflections instead of local spoken forms e.g. we were instead of we was, I did instead of I done</p> <p>Understand terminology - determiner, pronoun, possessive pronoun, adverbial</p> <p>Create complex sentences with adverbial starters e.g. Silently trudging through the snow, Sam made his way up the mountain and As the clock struck</p>	<p>Use coordinating (and, but, or) and subordinating (if, when, because, since, even though) conjunctions</p> <p>Use different verb forms mostly accurately</p> <p>Use passive verbs to affect the presentation of information in a sentence</p> <p>Use modal verbs or adverbs to indicate degrees of possibility</p> <p>Some variation in sentence structure through a range of openings, e.g. adverbials (some time later, as we ran, once we had arrived...); subject reference (they, the boys, our gang...); speech; ed opening clauses (Exhausted from the race, Sam collapsed in a heap); ing opening clauses (Grinning with anticipation, Paul launched himself from the diving board); simile starters (Like a fish out of water, she conversed awkwardly with the other guests)</p> <p>Use expanded noun phrases to convey complicated information concisely</p> <p>Different sentence types, e.g. questions, direct / reported speech, commands used appropriately</p>	<p>Select appropriate grammatical structures appropriate to task, understanding their effect and how such choices can change and enhance meaning</p> <p>Manipulate sentences to create particular effects i.e. use repetition of a word or phrase to link ideas between paragraphs.</p> <p>Use devices to build cohesion between paragraphs in persuasive, discursive and explanatory texts e.g. adverbials such as: on the other hand, the opposing view, similarly, in contrast, although, additionally, another possibility, alternatively, as a consequence</p> <p>Use devices to build cohesion between paragraphs in narrative e.g. adverbials such as: in the meantime, meanwhile, in due course, until then</p> <p>Can vary sentence types (questions, commands, description, dialogue) and structures e.g. variation of word order</p> <p>Can use a range of verb forms and tenses consistently and correctly throughout writing - including the</p>
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	<p>Talk about what they would like to write and draw</p>	<p>Orally rehearse sentences</p> <p>Re-read what they have written to check that it makes sense.</p>	<p>Planning</p> <p>Composing a sentence orally before writing it</p> <p>Uses some appropriate (mostly simple) word choice to convey information and ideas e.g. story or topic related vocabulary e.g. the policemen wore a helmet and a badge.</p> <p>Linking of ideas and events using connecting vocabulary e.g. through repetition of a conjunction, subject or pronoun relating to the main idea e.g. I made a tree shape. Then I cut it out. Then I stuck a star on then I put the glitter on. We made a rocket and flames shot out and it went up high and it landed on the moon</p> <p>Drafting &amp; Writing</p> <p>Write in different forms with simple text type features e.g. instructions, narratives, recounts, poems, information texts</p> <p>Compose and sequence their own sentences to write short non-fiction texts, e.g. recounts, information texts, instructions.</p> <p>Sentences often start with simple subject/verb (I sat, dad went)</p> <p>Uses adjectives for simple description (the giant has red hair)</p>	<p>Planning</p> <p>Some attempt to organise and group related ideas or events together e.g. by use of time related words; numbered points; headings, line breaks; use of pictures</p> <p>Plan and discuss what to write about e.g. story mapping, collecting new vocabulary, key words and idea</p> <p>Drafting &amp; Writing</p> <p>Can write for a range of different purposes, after discussion with the teacher</p> <p>Write sentences that are sequenced to form a short narrative, after discussion with teacher</p> <p>Use different forms of sentences in writing e.g. statements, questions, commands</p> <p>Write about own and others' experiences (real and fictional), after discussion with the teacher</p> <p>Write about real and fictional events</p> <p>Some simple variation in structure is shown e.g. through use of adverbs/simple noun phrases (Today was exciting.... Yesterday we went .... red shoes)</p> <p>Viewpoint may be indicated (The teacher was nice... apples are good for you...)</p> <p>Orally rehearse each sentence prior to writing</p> <p>Develop a positive</p>	<p>Planning</p> <p>Consider structure, vocabulary and grammar</p> <p>Drafting &amp; Writing</p> <p>Develop ideas and events through some deliberate selection of phrases and vocabulary, e.g. technical terminology; vivid language; word choice for effect or emphasis</p> <p>Organise content within paragraphs - main idea usually supported or elaborated on</p> <p>Some attempt to sequence ideas logically but overall direction of writing may not always be clearly signalled</p> <p>Develop settings, characters and plot in narrative</p> <p>Main purpose of writing is clear (may not always be consistently maintained) -some awareness of purpose through selection of relevant content &amp; attempt to interest reader</p> <p>Features of text type / genre appropriate to task e.g. choice of tense/verb form; layout; formality.</p> <p>Ideas may be adapted, e.g. inclusion of contextual information on a fictitious character or use of quotes within a report</p> <p>Viewpoint / author voice expressed but may not be</p>	<p>Planning</p> <p>Consider structure, vocabulary and grammar</p> <p>Drafting &amp; Writing</p> <p>Develop ideas and events through some deliberate selection of phrases and vocabulary, e.g. technical terminology; vivid language; word choice for effect or emphasis</p> <p>Organise content within paragraphs - main idea usually supported or elaborated on</p> <p>Show some attempt to sequence ideas logically but overall direction of writing may not always be clearly signalled</p> <p>Develop settings, characters and plot in narrative</p> <p>Main purpose of writing is clear (may not always be consistently maintained) -some awareness of purpose through selection of relevant content &amp; attempt to interest reader</p> <p>Use features of text type / genre appropriate to task e.g. choice of tense/verb form; layout; formality.</p> <p>Ideas may be adapted, e.g. inclusion of contextual information on a fictitious character or use of quotes within a report</p> <p>Express viewpoint / author voice - may</p>	<p>Planning</p> <p>Identify audience and purpose of writing</p> <p>Select the appropriate structure, vocabulary and grammar (including paragraphs to organise content)</p> <p>Noting and developing initial ideas, drawing on research where necessary</p> <p>Draw on similar writing models, reading and research.</p> <p>Explore how writers develop their ideas i. e. characters, settings etc. in a range of contexts</p> <p>Use a range of planning approaches e.g. storyboard, story mountain, discussion group, post-it notes, use of IT, drama techniques</p> <p>Drafting and Writing</p> <p>Blend action, dialogue and description (including settings and characters) within and across paragraphs.</p> <p>Use different sentence structures 'with increasing control (see VGP).</p> <p>Use a range of devices to build cohesion within and across sentences and paragraphs</p> <p>o conjunctions</p> <p>o adverbials of manner, time and place,</p> <p>o adverbials within and across paragraphs</p> <p>o pronouns</p> <p>o synonyms</p>	<p>Planning</p> <p>Identify audience and purpose.</p> <p>Choose appropriate text-form and type for writing.</p> <p>Select the appropriate structure, vocabulary and grammar</p> <p>Noting and developing initial ideas, drawing on research where necessary</p> <p>Draw on similar writing models, reading and research.</p> <p>Explore how writers develop their ideas i. e. compare texts, characters, settings etc. in a range of contexts</p> <p>Use a range of planning approaches e.g. storyboard, story mountain, discussion group, post-it notes, use of IT, drama techniques</p> <p>Evaluate examples of where authors have broken conventions to achieve specific effects and use similar techniques in own writing – e.g. repeated use of 'and' to convey tedium, one-word sentence.</p> <p>Consider structure and paragraphs to organise content</p> <p>Drafting &amp; Writing</p> <p>Can write for a range of purposes and audiences</p> <p>Evaluate, select and use a range of organisation and presentational devices to structure text for different</p>
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<p>spelling</p>	<p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p> <p>Write some or all of their name.</p>	<p>Spell words by identifying the sounds and then writing the sound with letter/s.</p>	<p>Some words containing previously taught phonemes are spelt accurately Name the letters of the alphabet Days of the week are spelt accurately Some spelling rules and guidance (English programme of study for Y1) are accurately applied Some accurate use of suffixes when adding -s or es as the plural</p>	<p>Segment spoken words into phonemes and represents these by graphemes, spelling most correctly Spell some common exception words Spell many common exception words Spell some words with contracted forms Spell most words with contracted forms</p> <p>Spell most words with contracted forms</p>	<p>Add suffixes beginning with vowel letters to some words of more than one syllable e.g. limiting, limited Use possessive apostrophe on Plurals.</p> <p>Spell Homophones and near-homophones</p> <p>Spell most words on the Year 3/4 list</p>	<p>Add suffixes beginning with vowel letters to some words of more than one syllable e.g. limiting, Limited Use possessive apostrophe on plurals</p> <p>Spell homophones and near-homophones</p> <p>Spell most words on the Year 3/4 list</p>	<p>Secure with and apply all spelling rules previously taught</p> <p>Spell most of the words on the Years 3/4 and some of % wordlists correctly</p> <p>Continue to distinguish between homophones and other words which are often confused</p> <p>Identify and understand the rules for prefixes and suffixes</p> <p>Investigate verb prefixes e.g. dis-, re-, pre-, mis-, over-</p> <p>Recognise and spell words ending in -ant, -ance/-ancy, -ent, -ence/-ency.</p> <p>Recognise and spell words ending in -able and -ible.</p> <p>Recognise and spell words ending in -ably and -ibly.</p> <p>Recognise and spell the suffixes -al, -ary, -ic.</p> <p>Spell further suffixes, e.g. ll in full becoming l.</p> <p>Recognise and spell words with the /i:/ sound spelt ei after c, e.g. deceive, receive</p> <p>Recognise and spell words containing the letter- string ough</p> <p>Spell some words with silent' letters, e.g. knight, psalm, solemn</p>	<p>apply all spelling rules previously taught</p> <p>Can spell most of the words on the Years 3/4 and some of 5/6 wordlists correctly</p> <p>Can continue to distinguish between homophones and other words which are often confused</p> <p>Identify and understand the rules for prefixes and suffixes:</p> <p>Investigate verb prefixes e.g. dis-, re-, pre-, mis-, over-</p> <p>Recognise and spell words ending in -ant, -ance/-ancy, -ent, -ence/-ency</p> <p>Recognise and spell words ending in -able and -ible</p> <p>Recognise and spell words ending in -ably and -ibly</p> <p>To recognise and spell the suffixes -al,-ary,- ic</p> <p>To spell further suffixes, e.g. ll in full becoming l</p> <p>Recognise and spell words with the /i:/ sound spelt ei after c, e.g. deceive, receive</p> <p>Recognise and spell words containing the letter- string ough</p> <p>Spell some words with 'silent' letters, e.g. knight, psalm, solemn</p>
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Handwriting	<p>Write some letters accurately.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Show a preference for a dominant hand.</p>	<p>Form lower-case and capital letters correctly</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p>Begin to form lower case letters in the correct direction starting and finishing in the correct place.</p> <p>Some capital letters are accurately formed forms digits 0 – 9 accurately</p>	<p>Form lower-case letters starting in the right direction and finishing in the right place</p> <p>Form lower-case letters of the correct size, relative to one another in some of the writing</p> <p>Use spaces between words</p> <p>Use diagonal and horizontal strokes to join letters in some writing</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another, and to lower case letters</p> <p>Put appropriate sized spaces between w</p>	<p>Use a joined style throughout</p> <p>Independent writing</p> <p>Write with consistency in size and proportion of letters e.g. downstrokes of letters are parallel and equidistant; lines of writing spaced sufficiently so ascenders &amp; descenders of letters do not touch</p>	<p>Use joined style throughout</p> <p>Independent writing</p> <p>Write with consistency in size and proportion of letters e.g. downstrokes of letters are parallel and equidistant; lines of writing spaced sufficiently so ascenders &amp; descenders of letters do not touch</p>	<p>Produce legible joined handwriting</p> <p>Choose the writing implement that is best suited for a task</p> <p>Use a joined style throughout independent writing.</p> <p>Write with consistency in size and proportion of letters</p>	<p>Can produce legible joined Handwriting</p> <p>Choose the writing implement that is best suited for a task</p> <p>Use a joined style throughout their independent writing</p> <p>Write with consistency in size and proportion of letters</p>
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