



## Warren Wood Progression Grid



<b>Writing Skills and Knowledge</b>	
Expected by the End of Year 6	
<b>Phonics and Spelling</b>	<b>Letter Formation, Placement and Positioning</b>
<ul style="list-style-type: none"> <li>• To spell words ending in –able, -ably, -ible and -ibly</li> <li>• To spell words with a long /e/ sound spelt ‘ie’ or ‘ei’ after ‘c’ and exceptions</li> <li>• To spell words with endings which sound like /shuhl/ after a vowel letter using ‘cial’ and after after a vowel letter using ‘tial’</li> <li>• To spell all of the Y5 and Y6 statutory spelling words correctly.</li> <li>• To use their knowledge of adjectives ending in -ant to spell nouns ending in -ance/-ancy</li> <li>• To use their knowledge of adjectives ending in -ent to spell nouns ending in -ence/-ency</li> <li>• To spell words by adding suffixes beginning with vowel letters to words ending in -fer</li> <li>• To spell homophones and near homophones that include nouns that end in -ce/-cy and verbs that end in -se/-sy</li> <li>• To spell words that contain hyphens</li> <li>• To use a knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.</li> <li>• To use dictionaries and thesauruses to check the spelling and meaning of words and confidently find synonyms and antonyms.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• To recognise when to use an unjoined style (e.g. for labelling a diagram or data, writing an email address or for algebra) and capital letters (e.g. for filling in a form).</li> </ul>
<b>Planning, Writing and Editing</b>	<b>Awareness of Audience, Purpose and Structure</b>
<ul style="list-style-type: none"> <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, proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</li> <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> </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 modal verbs to suggest degrees of possibility).</li> </ul>



## Warren Wood Progression Grid



<b>Sentence Construction and Tense</b>	<b>Use of Phrases and Clauses</b>
<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>	<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 question tags in informal writing.</li></ul>
<b>Punctuation</b>	<b>Use of Terminology</b>
<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>	<ul style="list-style-type: none"><li>• To recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points.</li></ul>