



## The Warren Wood Progression of Skills Model



<b>Writing Skills</b>	
Expected by the End of Year 3	
<b>Phonics and Spelling</b>	<b>Letter Formation, Placement and Positioning</b>
<ul style="list-style-type: none"> <li>To spell words with the /ei/ sound spelt 'ei', 'eigh', or 'ey'</li> <li>To spell words with the /ɪ/ sound spelt 'y' in a position other than at the end of words</li> <li>To spell words with a /k/ sound spelt with 'ch'</li> <li>To spell words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que'</li> <li>To spell words with a /sh/ sound spelt with 'ch'</li> <li>To spell words with a short /u/ sound spelt with 'ou'</li> <li>To spell words ending with the /zher/ sound spelt with 'sure'</li> <li>To spell words ending with the /cher/ sound spelt with 'ture'</li> <li>To spell many of the Y3 and Y4 statutory spelling words correctly.</li> <li>To spell most words with the prefixes dis-, mis-,bi-, re- and de- correctly</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 words with added suffixes beginning with a vowel (-er/-ed/- en/-ing) to words with more than one syllable (stressed last syllable,</li> <li>To spell some more complex homophones and near-homophones.</li> <li>To use the first two or three letters of a word to check its spelling in a dictionary.</li> </ul>	<ul style="list-style-type: none"> <li>To use a neat, joined handwriting style with increasing accuracy and speed.</li> <li>To continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left unjoined.</li> </ul>
<b>Planning, Writing and Editing</b>	<b>Awareness of Audience, Purpose and Structure</b>
<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 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 compose and rehearse sentences orally (including dialogue).</li> </ul>	<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>



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<b>Sentence Construction and Tense</b>	<b>Use of Phrases and Clauses</b>
<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 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 and prepositions to show time, place and cause.</li></ul>
<b>Punctuation</b>	<b>Use of Terminology</b>
<ul style="list-style-type: none"><li>• To use the full range of punctuation from previous year groups.</li><li>• To punctuate direct speech accurately, including the use of inverted commas.</li></ul>	<ul style="list-style-type: none"><li>• To recognise and use the terms preposition, conjunction, word family, prefix, clause, subordinate</li><li>• clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks).</li></ul>