



The Warren Wood Progression of Skills Model



Writing Skills	
Expected by the End of Year 6	
Phonics and Spelling	Letter Formation, Placement and Positioning
<ul style="list-style-type: none"> • To spell words ending in –able, -ably, -ible and -ibly • To spell words with a long /e/ sound spelt ‘ie’ or ‘ei’ after ‘c’ and exceptions • To spell words with endings which sound like /shuhl/ after a vowel letter using ‘cial’ and after after a vowel letter using ‘tial’ • To spell all of the Y5 and Y6 statutory spelling words correctly. • To use their knowledge of adjectives ending in -ant to spell nouns ending in -ance/-ancy • To use their knowledge of adjectives ending in -ent to spell nouns ending in -ence/-ency • To spell words by adding suffixes beginning with vowel letters to words ending in -fer • To spell homophones and near homophones that include nouns that end in -ce/-cy and verbs that end in -se/-sy • To spell words that contain hyphens • To use a knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically. • To use dictionaries and thesauruses to check the spelling and meaning of words and confidently find synonyms and antonyms. 	<ul style="list-style-type: none"> • 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. • 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).
Planning, Writing and Editing	Awareness of Audience, Purpose and Structure
<ul style="list-style-type: none"> • To note down and develop initial ideas, drawing on reading and research where necessary. • To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining). • To use a wide range of devices to build cohesion within and across paragraphs. • To habitually proofread for spelling and punctuation errors, proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. • To recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing. 	<ul style="list-style-type: none"> • 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.). • To distinguish between the language of speech and writing and to choose the appropriate level of formality. • 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).



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Sentence Construction and Tense	Use of Phrases and Clauses
<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• To use the subjunctive form in formal writing.• To use the perfect form of verbs to mark relationships of time and cause.• To use the passive voice.• To use question tags in informal writing.
Punctuation	Use of Terminology
<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• To recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points.