DOG KENNEL HILL PRIMARY SCHOOL
Writing Progression of Knowledge and Skills Map

RIVER HILL FEDERATION

KNOWLEDGE/ SKILL	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
WORD	• Regular plural noun suffixes –s or –es (e.g. dog, dogs; wish, wishes) • Suffixes that can be added to verbs (e.g. helping, helped, helper) • How the prefix un– changes the meaning of verbs and adjectives (negation, e.g. unkind, or undoing, e.g. untie the boat)	*Year 1 content, plus…* • Formation of nouns using suffixes such as –ness, –er and by compounding e.g. whiteboard, superman. • Formation of adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found in the Year 2 spelling appendix.) • Use of the suffixes –er and –est in adjectives and the use of –ly to turn adjectives into adverbs	*Year 1 and 2 content, plus…* • Formation of nouns using a range of prefixes, (e.g. super–, anti–, auto–) • Use of the forms a or an according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box) • Word families based on common words, showing how words are related in form and meaning (for e.g. solve, solution, solver, dissolve, insoluble)	*Year 1, 2 and 3 content, plus…* • The grammatical difference between plural and possessive -s Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done)	*Year 1, 2, 3 and 4 content, plus…* • Converting nouns or adjectives into verbs using suffixes (e.g. –ate; –ise; –ify) • Verb prefixes (e.g. dis–, de–, mis–,	*Year 1, 2, 3, 4 and 5 content, plus…* • The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. find out – discover, ask for – request, go in – enter) • How words are related by meaning as synonyms and antonyms (for example, big, large, little)
SENTENCE	• How words can combine to make sentences Joining words and joining sentences using and	*Year 1 content, plus…* • Subordination (using when, if, that, because) and co-ordination (using or, and, but) • Expanded noun phrases for description and specification (e.g. the blue butterfly, plain	*Year 1 and 2 content, plus…* • Expressing time, place and cause using conjunctions (e.g. when, before, after, while, so, because), • adverbs (e.g. then, next, soon, therefore) • or prepositions (e.g. before, after, during, in, because of)	*Year 1, 2 and 3 content, plus…* • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)	*Year 1, 2, 3 and 4 content, plus…* • Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun • Indicating degrees of possibility using adverbs (e.g. perhaps, surely)	*Year 1, 2, 3, 4 and 5 content, plus…* • Use of the passive to affect the presentation of information in a sentence (e.g. I broke the vase versus The vase was broken • The difference between structures typical of informal speech and

		flour, the man in the moon) • How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command		• Fronted adverbials (e.g. Later that day, I heard the bad news.)	• modal verbs (e.g. might, should, will, must)	structures appropriate for formal speech and writing (e.g. the use of question tags: He's your friend, isn't he?, • the use of subjunctive forms such as *If I were* or *Were they to come* in some very formal writing and speech
TEXT	• Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences • Capital letters for names and for the personal pronoun.	*Year 1 content, plus…* • Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences • Commas to separate items in a list • Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns (e.g. the girl's name)	*Year 1 and 2 content, plus…* • Introduction to inverted commas to punctuate direct speech	*Year 1, 2 and 3 content, plus…* • Use of inverted commas and other punctuation to indicate direct speech (e.g. a comma after the reporting clause; end punctuation with inverted commas: The conductor shouted, "Sit down!") • Apostrophes to mark plural possession (e.g. the girl's name, the girls' names) • Use of commas after fronted adverbials	*Year 1, 2, 3 and 4 content, plus…* • Brackets, dashes or commas to indicate parenthesis • Use of commas to clarify meaning or avoid ambiguity	*Year 1, 2, 3, 4 and 5 content, plus…* • Use of the semi-colon, colon and dash to mark the boundary between independent clauses (e.g. It's raining; I'm fed up.) • Use of the colon to introduce a list and use of semi-colons within lists • Punctuation of bullet points to list information • How hyphens can be used to avoid ambiguity (e.g. man eating shark versus man-eating shark, or recover versus re-cover

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TERMONOLOGY		Year 1 content, plus…	Year 1 and 2 content, plus…	Year 1, 2 and 3 content, plus…	Year 1, 2, 3 and 4 content, plus…	Year 1, 2, 3, 4 and 5 content, plus…
	• letter • capital letter • word • singular • plural • sentence • punctuation • full stop • question mark • exclamation mark	• noun • noun phrase • statement • question • exclamation • command • compound • suffix • adjective • adverb • verb tense (past, present) • apostrophe • comma	• preposition • conjunction • word family • prefix • clause • subordinate clause • direct speech • consonant • consonant letter • vowel letter • inverted commas (or 'speech marks')	• determiner • pronoun • possessive pronoun • adverbial	• modal verb • relative pronoun • relative clause • parenthesis • bracket • dash • cohesion • ambiguity	• subject • object • active • passive • synonym • antonym • ellipsis • hyphen • colon • semi-colon • bullet points