

Chambersbury Writing Progression Map

	R In structured learning as well as in continuous provision	1	2	3	4	5	6
Composition planning	<ul style="list-style-type: none"> • use of whole class story maps from stories, special events and trips etc 	<ul style="list-style-type: none"> • use ideas from reading in a narrative 	<ul style="list-style-type: none"> • use a shared text as a model for writing 	<ul style="list-style-type: none"> • discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar 	<ul style="list-style-type: none"> • discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar 	<ul style="list-style-type: none"> • use other similar writing as models for their own • in writing narratives, consider how authors have developed characters, settings and atmosphere in texts they have read, listened to or seen performed • identify the audience for and the purpose of the writing 	<ul style="list-style-type: none"> • use other similar writing as models for their own • in writing narratives, consider how authors have developed characters, settings and atmosphere in texts they have read, listened to or seen performed • identify the audience for and the purpose of their writing and select the appropriate form when planning
	<ul style="list-style-type: none"> • say out loud what they are 	<ul style="list-style-type: none"> • say out loud what they are 	<ul style="list-style-type: none"> • plan or say out loud what they are going to 	<ul style="list-style-type: none"> • plan or say out loud what they are going to 	<ul style="list-style-type: none"> • discuss ideas for writing, beginning to 	<ul style="list-style-type: none"> • begin to use a variety of approaches to 	<ul style="list-style-type: none"> • use a variety of approaches to support

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	going to write about	going to write about	write about, including writing based on personal experiences	write about, including writing based on personal experiences	make personal choices when planning	support effective planning	effective planning
			• write down ideas, and/or key words, including new vocabulary	• write down ideas, and/or key words, technical vocabulary and phrases	• write down ideas, and/or key words, technical vocabulary and phrases	• note and develop initial ideas, drawing on reading and research where necessary	• note and develop initial ideas, drawing on reading and research where necessary
		• say a sentence before writing it	• encapsulate what they want to say, sentence by sentence	• compose and rehearse sentences orally, including dialogue, developing vocabulary and sentence structure choices (National Curriculum English Appendix 2)	• rehearse sentences orally, including dialogue, developing vocabulary and sentence structure choices (National Curriculum English Appendix 2)	• rehearse orally, alternative word choices and sentence constructions to best suit the purpose and effect of a text (National Curriculum English Appendix 2)	• rehearse orally, alternative word choices and sentence constructions to best suit the purpose and effect of a text (National Curriculum English Appendix 2)
Composition - Writing	Write a complete sentence	• sequence sentences to form short narratives	• write own narratives with a sequence of events	• begin to develop the events in a narrative sequence	• write narratives, developing the detail across the sequence of events	• experiment with form in narrative writing	• use a variety of narrative structures

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	<ul style="list-style-type: none"> • include some story language and patterns following models 	<ul style="list-style-type: none"> • use and continue a repeating pattern from a model • include some story language and patterns following models 	<ul style="list-style-type: none"> • include story language and patterns 	<ul style="list-style-type: none"> • begin to include language that is more likely to be found in written texts rather than spoken language 	<ul style="list-style-type: none"> • include language that is more likely to be found in written texts rather than spoken language 	<ul style="list-style-type: none"> • adapt writing to distinguish between the language of speech and that of written texts 	<ul style="list-style-type: none"> • adapt writing to distinguish between the language of speech and written texts and choose the appropriate register (formal/informal, personal/impersonal) for example, question tags in informal passages; or the subjunctive mood for very formal texts: the use of technical language; the use of the second person for a less formal, chatty style
	<ul style="list-style-type: none"> • re-tell/imitate familiar stories 	<ul style="list-style-type: none"> • re-tell/imitate familiar stories 	<ul style="list-style-type: none"> • retell/imitate/adapt familiar stories with events in 	<ul style="list-style-type: none"> • include dialogue within story writing and begin to use 	<ul style="list-style-type: none"> • begin to develop mood and atmosphere, 	<ul style="list-style-type: none"> • maintain an appropriate balance between 	<ul style="list-style-type: none"> • blend elements of dialogue, action and description

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			sequence and include some dialogue	this to reveal detail about character	including through dialogue between characters	dialogue and narrative	appropriately, ensuring a balance between dialogue and narrator
	• act out stories and portray characters and their motives	• act out stories and portray characters and their motives	• explore characters' feelings and situations in stories, using role play and oral rehearsal • describe characters and setting	• use some detail in the description of setting and characters' feelings or motives	• describe characters both physically and through their actions and speech	• develop some aspects of characterisation through what characters say and do, beginning to integrate this within a text	• include aspects of characterisation, including what characters say and do, integrating this within a text
					• include setting descriptions across a text	• begin to weave in setting descriptions with characterisation and action	• weave in setting descriptions with characterisation / action
	• use of whole class story maps from stories, special events and trips etc	• recount real events • use the language of texts read as models for their own writing • sequence sentences to	• write about real events • write for different purposes • establish the basic purpose of a text, using some relevant features	• write in a variety of genres and forms, including writing for real purposes and audiences, • begin to select and use forms and vocabulary	• write in a variety of genres and forms, using the appropriate form / features of the genre for audience and purpose	• write in a range of genres and forms taking account of different audiences and purposes	• write in a range of genres and forms taking account of different audiences and purposes and using features confidently

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		form simple non-fiction text types		appropriate to the purpose / reader			
	assemble information on a subject from their own experience using modelled writing	assemble information on a subject from their own experience	<ul style="list-style-type: none"> • assemble information on a subject 	<ul style="list-style-type: none"> • assemble information on a subject and turn notes into sentences 	<ul style="list-style-type: none"> • organise or categorise information based on notes from several sources 	<ul style="list-style-type: none"> • organise information gained from notes made from reading into own writing • begin to précis longer paragraphs from reading 	<ul style="list-style-type: none"> • organise information gained from notes made from reading into own writing • précis longer paragraphs from reading
			<ul style="list-style-type: none"> • convey information and ideas in simple non-narrative forms 	<ul style="list-style-type: none"> • include the use of devices to organise writing 	<ul style="list-style-type: none"> • in non-narrative material, use simple organisational devices 	<ul style="list-style-type: none"> • use a range of organisational and presentational devices to structure text and guide the reader 	<ul style="list-style-type: none"> • build on previous year groups' use of organisational and presentational devices to structure text and guide the reader
	<ul style="list-style-type: none"> • listen to and discuss a wide range of rhymes and poems, learning to recite some by heart 	<ul style="list-style-type: none"> • listen to and discuss a wide range of rhymes and poems, learning to recite some by heart 	<ul style="list-style-type: none"> • listen to and discuss a wide range of contemporary and classic poetry, learning and reciting some • write poetry 	<ul style="list-style-type: none"> • prepare a range of different forms of poetry to read aloud and perform • write poetry using the features of 	<ul style="list-style-type: none"> • prepare a range of different forms of poetry to read aloud and perform • write poetry using the features of 	<ul style="list-style-type: none"> • prepare poems to read aloud and perform • learn a wider range of poetry by heart • experiment with writing 	<ul style="list-style-type: none"> • prepare poems to read aloud and perform • learn a wider range of poetry by heart • write poetry using different forms

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				poetic forms studied	poetic forms studied	poetry using different forms	
	use words that sequence events (see vocabulary / grammar section for detail of year group expectations)	• use words that sequence events (see vocabulary / grammar section for detail of year group expectations)	• use complete sentences grouped together to tell the different parts of the story, linking these with conjunctions (see vocabulary / grammar section for detail of year group expectations)	• include a structured sequence of events using a range of conjunctions and adverbs (see vocabulary / grammar section for detail of year group expectations)	• sequence events clearly and show how one event leads to another, using appropriate conjunctions and adverbials (see vocabulary / grammar section for detail of year group expectations)	• organise ideas so that they are sequenced logically according to the genre or form, using a range of adverbials and conjunctions (see vocabulary / grammar section for detail of year group expectations)	• make organisational choices for effect, according to the genre or form, using a range of adverbial phrases and conjunctions (see vocab grammar section for detail of year group expectations)
	• make some choices of appropriate vocabulary and from modelled vocabulary	• make some choices of appropriate vocabulary	• choose appropriate words and phrases to describe	• begin to use figurative language	• include descriptive detail and figurative language to make writing more vivid	• use expressive and figurative language to create mood and atmosphere	• use expressive and figurative language to create mood and atmosphere
		• begin to select words for effect from a range provided (see vocabulary / grammar)	• select words for effect from a range provided (see vocabulary / grammar)	• choose words and phrases for effect (see vocabulary / grammar section for	• begin to make choices about vocabulary, word order, and punctuation for effect (see	• select suitable punctuation and precise vocabulary when writing (see vocabulary /	

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			section for detail of year group expectations)	section for detail of year group expectations)	detail of year group expectations)	vocabulary / grammar section for detail of year group expectations)	grammar section for detail of year group expectations)
			•begin to vary sentence openings (see vocabulary / grammar section for detail of year group expectations)	• begin to use a variety of sentence structures (see vocabulary / grammar section for detail of year group expectations)	• begin to explore the effect of different sentence structures in their writing, for example by considering the effect of changing the order of the information on the reader: (see vocabulary / grammar section for detail of year group expectations)	• begin to consciously control sentence structures in their writing, sometimes making choices about, sentence length, sentence complexity and punctuation for effect (see vocabulary / grammar section for detail of year group expectations)	• consciously control sentence structures in writing, making deliberate choices about, sentence length, sentence complexity and punctuation for effect (see vocabulary / grammar section for detail of year group expectations)
			include some details in both narrative and non-fiction writing	• ensure relevant details are included in both narrative and non-fiction writing	• begin to consider the reader when adding detail in both narrative and non-fiction	• engage reader and sustain interest, in both narrative and non-fiction writing, building	• maintain interest for the reader in a variety of ways in both narrative and

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					<p>writing, for example by addressing the reader directly</p>	<p>on examples provided in year 4 such as asking questions / addressing the reader directly</p> <ul style="list-style-type: none"> • or through sharing interesting pieces of information for the reader, or directly with the reader, in non-fiction writing such as reports or biographies. • begin to develop points of view and authorial voice 	<p>non-fiction writing</p> <ul style="list-style-type: none"> • develop points of view and authorial voice
				<p>begin to use paragraphs to group related materials</p>	<ul style="list-style-type: none"> • use paragraphs to organise ideas around a theme in non-fiction forms • use adverbials to connect one paragraph to another 	<ul style="list-style-type: none"> • begin to structure main ideas across the text by using paragraphs purposefully • use devices to build cohesion within a paragraph 	<ul style="list-style-type: none"> • structure main ideas across the text by using paragraphs purposefully e.g. make some links using cohesive devices within paragraphs and across

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					<ul style="list-style-type: none"> • begin to use paragraphs to indicate changes in setting, character and time in a narrative 	<ul style="list-style-type: none"> • link ideas across paragraphs using adverbials of time, place, number or tense choice • begin to use paragraphing to deliberately pace the writing 	<ul style="list-style-type: none"> paragraphs, repetition of a word or phrase • use paragraphing to deliberately pace the writing
Evaluate and edit	re-read what they have written to check for sense	re-read what they have written to check for sense	<ul style="list-style-type: none"> • proof read for errors in spelling, grammar and punctuation • re-read to check that their writing makes sense, and that tenses are consistent 	<ul style="list-style-type: none"> • proof read for spelling, grammar and punctuation errors • re-read to check that their writing makes sense, that tenses are consistent and that pronouns are used accurately 	<ul style="list-style-type: none"> • proof read for spelling, grammar and punctuation errors • re-read to check that their writing makes sense, that tenses are consistent and that pronouns are used accurately 	<ul style="list-style-type: none"> • proof read for spelling, grammar and punctuation errors • re-read to check that their writing makes sense, that tenses are consistent, pronouns are used accurately, and that there is correct subject and verb agreement when using singular and plural 	<ul style="list-style-type: none"> • proof read for spelling, grammar and punctuation errors • re-read to check that their writing makes sense, that tenses are consistent, pronouns are used accurately, and that there is correct subject and verb agreement when using singular and plural

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	<p>discuss what they have written with the teacher or other pupils</p> <p style="color: red;">modelling and support</p>	discuss what they have written with the teacher or other pupils	<ul style="list-style-type: none"> • evaluate their writing with the teacher and other pupils 	<ul style="list-style-type: none"> • begin to evaluate and edit the effectiveness of their own and others' writing and suggest improvements • begin to propose changes to vocabulary, punctuation, spelling and grammar 	<ul style="list-style-type: none"> • evaluate and edit the effectiveness of their own and others' writing and suggest improvements. • propose changes to vocabulary, punctuation, spelling and grammar 	<ul style="list-style-type: none"> • evaluate and edit, assessing the effectiveness of their own and others' writing • propose changes to vocabulary, grammar and punctuation to enhance effect and clarify meaning 	<ul style="list-style-type: none"> • evaluate and edit, assessing the effectiveness of their own and others' writing • propose changes to vocabulary, grammar and punctuation to enhance effect and clarify meaning
	<ul style="list-style-type: none"> • read aloud their writing clearly enough to be heard 	<ul style="list-style-type: none"> • read aloud their writing clearly enough to be heard by their peers and the teacher 	<ul style="list-style-type: none"> • read aloud what they have written with appropriate intonation to make meaning clear to the audience 	<ul style="list-style-type: none"> • read aloud their own writing, to a group or the whole class, using the appropriate intonation and controlling the tone and volume so that the meaning is clear 	<ul style="list-style-type: none"> • read aloud their own writing, to a group or the whole class, using the appropriate intonation and controlling the tone and volume so that the meaning is clear 	<ul style="list-style-type: none"> • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear 	<ul style="list-style-type: none"> • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear
	R	1	2	3	4	5	6
Vocabulary , grammar and punctuation	write single clause sentences leave spaces between words	write single clause sentences • use 'and' to link words within	<ul style="list-style-type: none"> • use single clause sentences and multi-clause sentences using 	<ul style="list-style-type: none"> • use single clause sentences and multi-clause sentences using 	<ul style="list-style-type: none"> • use single clause sentences and multi-clause sentences using 	<ul style="list-style-type: none"> • use a variety of sentences structures, such as: single 	<ul style="list-style-type: none"> • use a variety of sentence structures, such as: single

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	Write simple phrases And sentences That can be read by others	sentences • leave spaces between words	coordinating conjunctions • use some multi-clause sentences using subordinating conjunctions • use sentences with different forms: statement, question exclamation command	coordinating conjunctions • use some multi-clause sentences using subordinating conjunctions	coordinating conjunctions and multi-clause sentences using subordinating conjunctions	clause sentences and multi- clause sentences using coordinating conjunctions and multi-clause sentences using subordinating conjunctions	clause sentences and multi-clause sentences using coordinating conjunctions and multi-clause sentences using subordinating conjunctions
		•begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	• punctuate sentences using full stops, capital letters, exclamation marks, question marks • use apostrophes for contracted forms	• use the full range of punctuation taught across KS1 to demarcate sentences, including commas in lists and apostrophes for singular possession • use inverted commas to punctuate direct speech	• use the full range of punctuation taught across KS1 to demarcate sentences, including commas in lists and apostrophes for singular possession • use inverted commas and other punctuation to indicate direct speech i.e. a	• use the full range of punctuation taught across KS1 and LKS2 to demarcate sentences, including apostrophe use and speech punctuation • use brackets, dashes or commas for parenthesis e.g. asides, additional information	• use the full range of punctuation taught across KS1 and KS2 to demarcate sentences, including apostrophe use and speech punctuation • use hyphens to avoid ambiguity • understand the use of semi- colons, colons and dashes to

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					<p>comma after the reporting clause; end punctuation within inverted commas</p> <ul style="list-style-type: none"> • use a new line for a new speaker when writing direct speech • use apostrophes to mark plural possession 		<p>mark the boundary between independent clauses</p> <ul style="list-style-type: none"> • use a colon to introduce a list • punctuate bullet points consistently
			<p>use commas in lists</p>	<ul style="list-style-type: none"> • use commas in lists and begin to use them to demarcate clauses 	<ul style="list-style-type: none"> • use commas to demarcate items in a list, clauses and phrases 	<ul style="list-style-type: none"> • place commas, mostly accurately, to clarify meaning or avoid ambiguity 	<ul style="list-style-type: none"> • place commas to demarcate items in a list, between clauses and to clarify meaning or avoid ambiguity
	orally	<ul style="list-style-type: none"> • join two clauses in a sentence using the co-ordinating conjunction 'and' • use 'because' to provide reasoning 	<ul style="list-style-type: none"> • expand sentences using the co-ordinating conjunctions or, and, but and subordination using when if, that, because • use appropriate 	<ul style="list-style-type: none"> • express time, place and cause using conjunctions e.g. when, before, after, while, so, because; adverbs e.g. then, next, soon, therefore; 	<ul style="list-style-type: none"> • express time, place and cause using conjunctions e.g. when, before, after, while, so, because; adverbs e.g. then, next, soon, therefore; 	<ul style="list-style-type: none"> • use a range of conjunctions, prepositions and adverbials, e.g. therefore, despite, even though, later that day, beneath the low moon, slowly and carefully 	<ul style="list-style-type: none"> • use a range of conjunctions, prepositions and adverbials e.g. therefore, despite, even though, later that day, beneath the low moon, slowly and carefully

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			adjectives and adverbs to give essential information	prepositions e.g. before, after, during, in, because of	prepositions e.g. before, after, during, in, because of • use fronted adverbials • use commas after fronted adverbials	• use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun	• use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun
			•use expanded noun phrases to describe and specify	• begin to expand noun phrases in different ways, for example by adding prepositional phrases	• use a variety of expanded noun phrases, for example, by the addition of modifying adjectives, and prepositional phrases	• begin to make precise and effective use of expanded noun phrases, conveying complicated information concisely	• make precise and effective use of expanded noun phrases, conveying complicated information concisely
		•use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' • learn the grammar for Y1 from English Appendix 2	• use some features of standard English • learn the grammar for Y2 from English Appendix 2	• use some features of standard English • learn the grammar for Y3 from English Appendix 2	• use Standard English forms for verb inflections instead of local spoken forms • learn the grammar for Y4 from English Appendix 2	• use Standard English forms for verb inflections instead of local spoken forms • learn the grammar for Y5 from English Appendix 2	• use Standard English forms for verb inflections instead of local spoken forms • learn the grammar for Y6 from English Appendix 2
	orally practise using present	orally practise using present	• use the present and	• use the present and	• maintain the use of the	• maintain tense consistently and	• maintain tense and person

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	and past tenses correctly	and past tenses correctly	past tenses correctly and consistently	past tenses correctly and consistently	present and past tenses correctly and consistently	begin to manage shifts in tense	consistently including shifts between tenses
			use the present progressive and past progressive forms	• use the present perfect form of verbs instead of the simple past	• use the present perfect form of verbs in contrast to the past tense	<ul style="list-style-type: none"> • use the perfect form of verbs to mark relationships of time and cause • indicate degrees of possibility using adverbs or modal verbs • ensure correct subject and verb agreement when using singular and plural 	<ul style="list-style-type: none"> • use the perfect form of verbs to mark relationships of time and cause • use modal verbs or adverbs to indicate degrees of possibility and when deducing, speculating, and making suppositions • use passive constructions where appropriate • ensure correct subject and verb agreement when using singular and plural
						•select appropriate pronoun or noun	• begin to use pronouns and a variety of nouns

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					within and across sentences to aid cohesion and avoid repetition	appropriately to aid cohesion and avoid repetition	appropriately to aid cohesion and avoid repetition
		use the terminology for Y1 found in English Appendix 2	<ul style="list-style-type: none"> • use and understand the grammatical terminology found in English Appendix 2 in discussing their writing 	<ul style="list-style-type: none"> • use and understand the grammatical terminology found in English Appendix 2 in discussing their writing and reading 	<ul style="list-style-type: none"> • use and understand the grammatical terminology found in English Appendix 2 in discussing their writing 	<ul style="list-style-type: none"> • write legibly, fluently and with increasing speed • choose the writing implement that is best suited for a task 	<ul style="list-style-type: none"> • use and understand the grammatical terminology found in English Appendix 2 accurately and appropriately when discussing their reading and writing
	r	1	2	3	4	5	6
Handwriting	<p>sit correctly at a table, holding a pencil comfortably and correctly</p> <ul style="list-style-type: none"> • copy from development matters 	<p>sit correctly at a table, holding a pencil comfortably and correctly</p> <ul style="list-style-type: none"> • begin to form lower-case letters in the correct direction, starting and finishing in the right place i.e. middle or top 	<ul style="list-style-type: none"> • form lower-case letters of the correct orientation and size relative to one another • start writing at the middle or top of the letters and leave the end ready to join later • write capital letters and 	<ul style="list-style-type: none"> • begin to use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined 	<ul style="list-style-type: none"> • secure the use of the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined 	<ul style="list-style-type: none"> • write legibly, fluently and with increasing speed • choose the writing implement that is best suited for a task 	<ul style="list-style-type: none"> • write legibly, fluently and with increasing speed • choose the writing implement that is best suited for a task

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		<ul style="list-style-type: none"> • form capital letters • form digits 0-9 	digits of the correct size, orientation and relationship to one another and to lower case letters				
	Use mnemonics and rhymes to support letter formation	understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) <ul style="list-style-type: none"> • make distinctions between ascenders and descenders and other 'between the line' letters • distinguish between similar looking letters 	<ul style="list-style-type: none"> • start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined • use spacing between words that reflects the size of the letters 	<ul style="list-style-type: none"> • increase the legibility, consistency and quality of handwriting e.g. by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch 	<ul style="list-style-type: none"> • increase the legibility, consistency and quality of handwriting e.g. by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch 	<ul style="list-style-type: none"> • choose which shape of a letter to use when given choices and deciding whether or not to join specific letters 	<ul style="list-style-type: none"> • choose which shape of a letter to use when given choices and decide whether or not to join specific letters
	R	1	2	3	4	5	6
Transcription the physical and spelling skills	•write from memory simple words and sentences	•write from memory simple sentences dictated by the	• write from memory simple sentences dictated by the	• write from memory simple sentences, dictated by the	• write from memory simple sentences, dictated by the		

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<p>needed to put words on paper, including handwriting and spelling. Developing these foundational skills allows children to write accurately and automatically, which frees up their mental energy to focus on the higher-level task of composing their ideas and stories.</p>	<p>dictated by the teacher that include words using the GPCs and common exception words taught so far</p>	<p>teacher that include words using the GPCs and common exception words taught so far</p>	<p>teacher that include words using the GPCs, common exception words and punctuation taught so far</p>	<p>teacher, that include words and punctuation taught so far</p>	<p>teacher, that include words and punctuation taught so far</p>		
	<p>spell by segmenting spoken words into phonemes (containing the phonemes already taught) and representing these by graphemes, including plausible attempts, spelling some correctly</p> <ul style="list-style-type: none"> • use letter names to distinguish between alternative spellings of the same sound 	<p>spell by segmenting spoken words into phonemes (containing each of the 40+ phonemes already taught) and representing these by graphemes, including plausible attempts, spelling some correctly</p> <ul style="list-style-type: none"> • use letter names to distinguish between alternative spellings of the same sound 	<ul style="list-style-type: none"> • segment spoken words into phonemes and represent these by graphemes, spelling many correctly • learn new ways of spelling phonemes for which one or more spellings are already known 	<ul style="list-style-type: none"> • use the first two or three letters of a word to check its spelling in a dictionary 	<ul style="list-style-type: none"> • use the first two or three letters of a word to check its spelling in a dictionary 	<ul style="list-style-type: none"> • use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary • use dictionaries to check the spelling and meaning of words • use a thesaurus to select precise and effective vocabulary 	<ul style="list-style-type: none"> • use the first three or four letters of a word to check spelling, meaning, or both of these in a dictionary • use dictionaries to check the spelling and meaning of words • use a thesaurus to select precise and effective vocabulary

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		spell most words relating to the statements from previous year groups correctly	<ul style="list-style-type: none"> spell most words relating to the statements from previous year groups correctly, after independent proof-reading 	<ul style="list-style-type: none"> spell most words relating to the statements from previous year groups correctly, after independent proof-reading 	<ul style="list-style-type: none"> spell most words relating to the statements from previous year groups correctly, after independent proof-reading 	spell most words relating to the statements from previous year groups correctly	<ul style="list-style-type: none"> spell most words relating to the statements from previous year groups correctly, after independent proof-reading
		spell most words relating to the Y1 curriculum statements correctly (40+ phonemes already taught according to phonics scheme used) make appendix	<ul style="list-style-type: none"> apply spelling rules and guidance, as listed in English Appendix 1 	<ul style="list-style-type: none"> spell some words relating to the Y3/4 curriculum statements and word list correctly, after independent proof-reading 	<ul style="list-style-type: none"> spell most words relating to the Y3/4 curriculum statements and word list correctly, after independent proof-reading 	<ul style="list-style-type: none"> spell some words relating to the Y5/6 curriculum statements and word list correctly, after independent proof-reading 	<ul style="list-style-type: none"> spell most words relating to the Y5/6 curriculum statements and word list correctly, after independent proof-reading
		<ul style="list-style-type: none"> name the letters of the alphabet in order spell the days of the week 	<ul style="list-style-type: none"> spell some words with contracted forms learn some common homophones and near homophones 				
	use the spelling rule for adding	use the spelling rule for adding	<ul style="list-style-type: none"> add suffixes to spell some 				

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	ed/er/est	<ul style="list-style-type: none"> -s or -es as the plural marker for nouns and the third person singular marker for verbs • use the prefix un- • use -ing, -ed, -er and -est where no change is needed in the spelling of root words 	words correctly in their writing				
	• spell common exception words linked to the ELS phonic programme	<ul style="list-style-type: none"> • spell common exception words linked to the ELS phonic programme; examples can be found in Appendix 1 of the national curriculum 	• spell common exception words				
		Please refer to additional spelling guidance 2014 National Curriculum	• Please refer to additional spelling guidance 2014 National Curriculum	• Please refer to additional spelling guidance 2014 National Curriculum	• Please refer to additional spelling guidance 2014 National Curriculum	• Please refer to additional spelling guidance 2014 National Curriculum	• Please refer to additional spelling guidance 2014 National Curriculum

Chambersbury Writing Progression Map

[English National Curriculum Appendix 1 and 2](#)