



Writing Progression Map

Subject Intent

At Beverley School, writing is an essential part of the curriculum. It is a part of every subject and area of learning. The teaching of writing supports and enables effective communication to take place. Our overriding aim is to produce learners who are confident and effective writers who can use their writing skills for self-advocacy and expression in employment, social or relationships contexts. We strive to achieve this by:

- Valuing all forms of communication and giving pupils opportunities to develop their skills to their full potential.
- Using a variety of strategies in Early Years, such as 'Write Dance', 'Dough Disco' and 'Squiggle While you Wiggle', to encourage the development of fine motor skills.
- Continuously improving the writing capacity of all pupils.
- Providing access to high quality writing resources and support for pupils and staff.
- Ensuring that guidelines are in place through the schemes of work to ensure a coherent progression of the development of writing skills and capability of all pupils, helping each pupil to achieve the highest standard of achievement.
- Developing writing skills to aid independence and to develop interest and enjoyment of writing fiction, non-fiction, poetry and drama.
- Creating a climate within school in which pupils use writing with purpose and enjoyment.
- Celebrating success in writing.

Subject Implementation

At Beverley writing is taught discretely and skills are also importantly reinforced across the curriculum within all subjects. Opportunities are actively sought to draw writing experience out of a wide range of activities across the curriculum. This allows pupils to begin to use and apply writing skills in real contexts. Within lessons there is a good balance between whole class, group work and individual practice.

The teaching of writing includes:

- Composition – Through organisation of ideas and events, vocabulary and sequencing skills.
- Planning and Drafting – developing and using strategies to aid their planning and organisation of their writing.

- Punctuation – Using and understanding of simple punctuation.
- Spelling – Patterns, strings, letter sounds, and sound symbol relationship
- Handwriting – developing fluent handwriting styles and where possible in line with Sound Discovery Phonics handwriting scheme.
Handwriting can be tricky for some pupils who have poor fine motor skills. Fine motor skills programmes are delivered appropriately for the age and stage of the pupil and alternate methods of producing writing are used when necessary. iPads and laptops are used to support students who struggle with their handwriting and in this way, we make it possible for all pupils to express themselves.
- Creativity – encouraging students to express themselves in a range of contexts

Subject Impact

We are aware that for many of our students, writing is an important means by which, as young people and adults, they can self-advocate and communicate their needs and expressions in employment, community and social contexts. Functional writing skills are a vital tool to help them prepare for adulthood and to this end we ensure that they can complete forms, write letters, notes, emails etc. for a given audience. As pupils progress with their writing, we ensure that they write for different purposes. However, we are also keen to ensure that students have the opportunity to write creatively and we ensure that the curriculum has space for narrative writing and poetry.

In Key Stages 4 and 5, we seek to offer appropriate accreditation. To this end, students are taught how to hone the relevant skills that relate to a particular qualification, be it ASDAN or Functional Skills.

Subject Progression

Level Expected at the End of EYFS

We have selected the most relevant statements from the Delivery Matters age ranges for 0 -3 and 3 – 4 years olds as well as highlighting the statements within the ELGs which feed into the programme of study for Writing.

Writing		
0 - 3	Literacy Expressive Arts	<ul style="list-style-type: none">• I can begin to make marks intentionally.• I can explore paint, using my fingers and other parts of my body as well as brushes and other tools.• I can express ideas and feelings through making marks, and sometimes give a meaning to the marks I make.• I can notice some print, such as the first letter of my name, a bus or door number, or a familiar logo.• I can enjoy drawing freely.• I can add some marks to my drawings, which give them meaning. For example: "That says mummy."• I can make marks on my picture to stand for my name
3 – 4	Literacy Physical Development	<ul style="list-style-type: none">• I can use some of my print and letter knowledge in my writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.• I can write some or all of my name.• I can write some letters accurately• I can use a comfortable grip with good control when holding pens and pencils.• I show a preference for a dominant hand
Reception	Literacy	<ul style="list-style-type: none">• I can form lower-case and capital letters correctly.• I can spell words by identifying the sounds and then writing the sound with letter/s.

			<ul style="list-style-type: none"> • I can write short sentences with words with known letter-sound correspondences using a capital letter and full stop. • I can Re-read what I have written to check that it makes sense. • I can write accurately and efficiently.
ELG	<ul style="list-style-type: none"> • I can write recognisable letters, most of which are correctly formed. 	<ul style="list-style-type: none"> • I can spell words by identifying sounds in them and representing the sounds with a letter or letters. 	<ul style="list-style-type: none"> • I can write simple phrases and sentences that can be read by others.

The following curriculum progression map comprehensively shows the progression of writing skills and concepts from Pre Milestone 1 – Milestone 4. For students above Milestone 3 they will follow the appropriate National Curriculum/ Accreditation routes. Accreditation routes are in parentheses eg. (Entry Level 1 – Entry Level 2).

Transcription	Breakdown of Threshold Concept	Pre Milestone 1 Beverley Steps P4 - 5 (Working Towards Entry Level)	Pre Milestone 2 Beverley Steps P6 – 7 (Working Towards Entry Level)	Pre Milestone 3 Beverley Steps P8-9 (Working Towards Entry Level - Entry Level 1)
	Present neatly	<ul style="list-style-type: none"> I can hold a pencil or similar using a palmar grasp to make marks. I can use a tripod grip to make marks drawing lines, circles and patterns using gross motor movements (possibly with support). 	<ul style="list-style-type: none"> I can form recognisable letters, mostly correctly formed, showing increased control over the size, shape and orientation of letters. I can write my name with appropriate use of lower and upper case letters or symbols (as appropriate). I can copy letter forms and group letters and leave spaces between them as though I am writing separate words 	<ul style="list-style-type: none"> I can write letters that are clearly shaped and correctly orientated. I can produce legible handwriting despite inconsistencies in orientation, size and use of upper and lower case letters. I have experienced different forms of writing, e.g. story, list, invitation, letter
	Spell Correctly	<ul style="list-style-type: none"> I can distinguish one sound from another. 	<ul style="list-style-type: none"> I am aware of the sequence of letters, symbols and words [for example, selecting and linking symbols together, writing my name and one or two other simple words correctly from memory]. 	<ul style="list-style-type: none"> I can correctly spell some common words and use phonic strategies to spell phonetically plausible words. I can demonstrate emerging knowledge of simple word roots, suffixes and inflectional endings in spelling [e.g. 'ed', 'ing', etc.].
	Punctuate Correctly	<ul style="list-style-type: none"> I can make marks or symbols in my preferred method of communication. 	<ul style="list-style-type: none"> I can trace, overwrite or copy shapes and straight line patterns. 	<ul style="list-style-type: none"> I can use some full stops and capital letters [e.g. for names and the pronoun I]. I can show understanding of how text is arranged on the page [for example, by writing or producing letter sequences going to left to right]

	Breakdown of Threshold Concept	Milestone 1 Beverley Steps P10 – 11 Year 1 – 2 (Entry Level 2-Entry Level 3)	Milestone 2 Beverley Steps P12 – 13 Year 3 – 4 (Level 1 Emerging – Level 1 Developing)	Milestone 3 Beverley Steps P14 -15 Year 5 – 6 (Level 1 Secure- Level 2 Emerging)	Milestone 4 Beverley Steps 16+ Year 7+ (Level 2 Developing- GCSE 4+)
Transcription	Present neatly	<ul style="list-style-type: none"> • I can sit correctly and hold a pencil correctly. • I can begin to form lower-case letters correctly. • I can form capital letters. • I can form digits 0-9. • I can understand letters that are formed in similar ways. • I can form lower-case letters of a consistent size. • I can begin to join some letters. • I can write capital letters and digits of consistent size. • I can use spacing between words that reflects the size of the letters. 	<ul style="list-style-type: none"> • I can join letters, deciding which letters are best left un-joined. • I can make handwriting legible by ensuring downstrokes of letters are parallel and letters are spaced appropriately. 	<ul style="list-style-type: none"> • I can write fluently and legibly with a personal style. 	<ul style="list-style-type: none"> • I can consolidate and build on my knowledge of grammar and vocabulary through: <ol style="list-style-type: none"> a) extending and applying grammatical knowledge to analyse more challenging texts b) studying the effectiveness and impact of the grammatical features of the texts I read c) drawing on new vocabulary and grammatical constructions from my reading and listening, and using these consciously in my writing and speech to achieve particular effects d) knowing and understanding the differences between

Transcription

<p>Spell Correctly</p>	<ul style="list-style-type: none"> • I can spell words containing 40+ learned phonemes. • I can spell common exception words (the, said, one, two and the days of the week). • I can name letters of the alphabet in order. • I can use letter names to describe spellings of words. • I can add prefixes and suffixes, learning the rule for adding s and es as a plural marker for nouns, and the third person singular marker for verbs (I drink - he drinks). • I can use the prefix un. • I can use suffixes where no change to the spelling of the root word is needed: helping, helped, helper, eating, quicker, quickest. • I can use spelling rules. • I can write simple sentences dictated by the teacher. • I can spell by segmenting words into phonemes and 	<ul style="list-style-type: none"> • I can use prefixes and suffixes and understand how to add them. • I can spell homophones correctly. • I can spell correctly often misspelt words. • I can place the possessive apostrophe accurately in words with regular plurals (for example, girls', boys') and in words with irregular plurals (for example, children's). • I can use the first two or three letters of a word to check its spelling in a dictionary. • I can write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	<ul style="list-style-type: none"> • I can use prefixes appropriately. • I can spell some words with silent letters (knight, psalm and solemn). • I can distinguish between homophones and other words that are often confused. • I can use knowledge of morphology and etymology in spelling and understand that some words need to be learned specifically. • I can use a dictionary to check spelling and meaning of words. • I can use the first three or four letters of a word to look up the meaning or spelling of words in a dictionary. • I can use a thesaurus. • I can spell the vast majority of words correctly. 	<p>spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English</p> <p>e) using Standard English confidently in my own writing and speech</p> <p>f) discussing reading, writing and spoken language with precise and confident use of linguistic and literary terminology</p>
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		<p>represent them with the correct graphemes.</p> <ul style="list-style-type: none">• I can learn some new ways to represent phonemes.• I can spell common exception words correctly.• I can spell contraction words correctly (can't, don't).• I can add suffixes to spell longer words (-ment, -ness, -ful and -less).• I can use the possessive apostrophe. (singular) (for example, the girl's book)• I can distinguish between homophones and near-homophones.			
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<p>Punctuate Correctly</p>	<ul style="list-style-type: none"> • I can leave spaces between words. • I can use the word 'and' to join words and sentences. • I can begin to punctuate using a capital letter for the name of people, places, the days of the week and I. • I can use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms. • I can use sentences with different forms: statement, question, exclamation and command. • I can use extended noun phrases to describe and specify (e.g. the blue butterfly). • I can use subordination (when, if, that or because). • I can use coordination (or, and, but). 	<ul style="list-style-type: none"> • I can develop understanding of writing concepts by: <ul style="list-style-type: none"> a) Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. b) Using the present perfect form of verbs in contrast to the past tense. c) Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. d) Using conjunctions, adverbs and prepositions to express time and cause. e) Using fronted adverbials. • I can indicate grammatical and other features by: <ul style="list-style-type: none"> a) Using commas after fronted adverbials. b) Indicating possession by using the possessive apostrophe with plural nouns. c) Using and punctuating direct speech. 	<ul style="list-style-type: none"> • I can develop understanding of writing concepts by: <ul style="list-style-type: none"> a) Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. b) Using passive verbs to affect the presentation of information in a sentence. c) Using the perfect form of verbs to mark relationships of time and cause. d) Using expanded noun phrases to convey complicated information concisely. e) Using modal verbs or adverbs to indicate degrees of possibility. f) Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. • I can indicate grammatical and other features by: <ul style="list-style-type: none"> a) Using commas to clarify meaning or avoid ambiguity in writing. b) Using hyphens to avoid ambiguity. 	
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- I can use some features of standard written English.
- I can use the present and past tenses correctly, including the progressive form.

- c) Using a colon to introduce a list.
- d) Using brackets, dashes or commas to indicate parenthesis.
- e) Using semi-colons, colons or dashes to mark boundaries between independent clauses.
- f) Punctuating bullet points consistently.

Composition	Breakdown of Threshold Concept	Pre Milestone 1 Beverley Steps P4 - 5 (Working Towards Entry Level)	Pre Milestone 2 Beverley Steps P6 – 7 (Working Towards Entry Level)	Pre Milestone 3 Beverley Steps P8-9 (Working Towards Entry Level - Entry Level 1)
	Write with purpose	<ul style="list-style-type: none"> I can produce meaningful marks or symbols associated with own name, spoken words, actions, images or events. 	<ul style="list-style-type: none"> I can demonstrate awareness that writing can have a range of purposes. 	<ul style="list-style-type: none"> I can write statements to communicate meaning to the reader, making some use of appropriate vocabulary.
	Use imaginative description	<ul style="list-style-type: none"> I can make marks that communicate meaning. 	<ul style="list-style-type: none"> I can create writing that communicates meaning and 'read' what is written. 	<ul style="list-style-type: none"> I can use increased details to engage the reader. I can use wider vocabulary and, occasionally, more ambitious word choices.
	Organise writing appropriately	<ul style="list-style-type: none"> I can understand that marks and symbols convey meaning [e.g. scribble marks alongside a picture communicate meaning]. 	<ul style="list-style-type: none"> I can show understanding of how text is arranged on the page. I can group letters and leave spaces between them, as though I am writing separate words 	<ul style="list-style-type: none"> I can develop ideas in writing, using appropriate vocabulary, in short sections.
	Use paragraphs	<ul style="list-style-type: none"> I can convey simple meaning from own symbols or marks (know what has been 'written'). 	<ul style="list-style-type: none"> I can retell narratives in the correct sequence and say what writing 'says'. 	<ul style="list-style-type: none"> I can write about one topic to communicate meaning to the reader.
	Use sentences appropriately	<ul style="list-style-type: none"> I can link marks, symbols or letters to form phrases. 	<ul style="list-style-type: none"> I can use a small written selection of words or symbols. I can use 'and' to connect key words and phrases to create simple short sentences. 	<ul style="list-style-type: none"> I can compose sentences, using simple punctuation and basic connectives [e.g. 'and', 'and then', 'but', etc.].

	Breakdown of Threshold Concept	Milestone 1 Beverley Steps P10 – 11 Year 1 – 2 (Entry Level 2-Entry Level 3)	Milestone 2 Beverley Steps P12 – 13 Year 3 – 4 (Level 1 Emerging – Level 1 Developing)	Milestone 3 Beverley Steps P14 -15 Year 5 – 6 (Level 1 Secure- Level 2 Emerging)	Milestone 4 Beverley Steps 16+ Year 7+ (Level 2 Developing- GCSE 4+)
Composition	Write with purpose	<ul style="list-style-type: none"> • I can say first and then write to tell others about ideas. • I can write for a variety of purposes. • I can plan by talking about ideas and writing notes. • I can use some of the characteristic features of the type of writing used. • I can write, review and improve. 	<ul style="list-style-type: none"> • I can use the main features of a type of writing (identified in reading). • I can use techniques used by authors to create characters and settings. • I can compose and rehearse sentences orally. • I can plan, write, edit and improve. 	<ul style="list-style-type: none"> • I can identify the audience for writing. • I can choose the appropriate form of writing using the main features identified in reading. • I can note, develop and research ideas. • I can plan, draft, write, edit and improve. 	<p>I can write accurately, fluently, effectively and at length for pleasure and information through:</p> <ol style="list-style-type: none"> a) writing for a wide range of purposes and audiences, including: well-structured formal expository and narrative essays; stories, scripts, poetry and other imaginative writing; notes and polished scripts for talks and presentations and a range of other narrative and non-narrative texts, including arguments, and personal and formal letters b) summarising and organising material, and supporting ideas and arguments with any necessary factual detail c) applying my growing knowledge of vocabulary, grammar and text structure to their writing and
	Use imaginative description	<ul style="list-style-type: none"> • I can use well-chosen adjectives to add detail. • I can use names of people, places and things. • I can use well-chosen adjectives. • I can use nouns and pronouns for variety. 	<ul style="list-style-type: none"> • I can create characters, settings and plots. • I can use alliteration effectively. • I can use similes effectively. • I can use a range of descriptive phrases including some collective nouns. 	<ul style="list-style-type: none"> • I can use the techniques that authors use to create characters, settings and plots. • I can create vivid images by using alliteration, similes, metaphors and personification. 	

Composition		<ul style="list-style-type: none"> • I can use adverbs for extra detail. 		<ul style="list-style-type: none"> • I can interweave descriptions of characters, settings and atmosphere with dialogue. 	<p>selecting the appropriate form</p> <p>d) drawing on knowledge of literary and rhetorical devices from my reading and listening to enhance the impact of my writing</p>
	Organise writing appropriately	<ul style="list-style-type: none"> • I can re-read writing to check it makes sense. • I can use the correct tenses. • I can organise writing in line with its purpose. 	<ul style="list-style-type: none"> • I can use organisational devices such as headings and sub headings. • I can use the perfect form of verbs to mark relationships of time and cause. • I can use connectives that signal time, shift attention, inject suspense and shift the setting. 	<ul style="list-style-type: none"> • I can guide the reader by using a range of organisational devices, including a range of connectives. • I can choose effective grammar and punctuation. • I can ensure correct use of tenses throughout a piece of writing. 	
	Use paragraphs	<ul style="list-style-type: none"> • I can write about more than one idea. • I can group related information. 	<ul style="list-style-type: none"> • I can organise paragraphs around a theme. • I can sequence paragraphs. 	<ul style="list-style-type: none"> • I can write paragraphs that give the reader a sense of clarity. • I can write paragraphs that make sense if read alone. • I can write cohesively at length. 	

Composition	Use sentences appropriately	<ul style="list-style-type: none"> • I can write so that other people can understand the meaning of sentences. • I can sequence sentences to form clear narratives. • I can convey ideas sentence by sentence. • I can join sentences with conjunctions and connectives. • I can vary the way sentences begin. 	<ul style="list-style-type: none"> • I can use a mixture of simple, compound and complex sentences. • I can write sentences that include: <ul style="list-style-type: none"> • conjunctions • adverbs • direct speech, punctuated correctly • clauses • adverbial phrases. 	<ul style="list-style-type: none"> • I can write sentences that include: <ul style="list-style-type: none"> • relative clauses • modal verbs • relative pronouns • brackets • parenthesis • a mixture of active and passive voice • a clear subject and object • hyphens, colons and semi colons • bullet points. 	

Analysis and Presentation	Breakdown of Threshold Concept	Pre Milestone 1 Beverley Steps P4 - 5 (Working Towards Entry Level)	Pre Milestone 2 Beverley Steps P6 – 7 (Working Towards Entry Level)	Pre Milestone 3 Beverley Steps P8-9 (Working Towards Entry Level - Entry Level 1)	
	Analyse writing	<ul style="list-style-type: none"> I can convey simple meaning from own symbols or marks (know what has been ‘written’). 	<ul style="list-style-type: none"> I can copy-write, showing increased control over size, shape and orientation of letters. 	<ul style="list-style-type: none"> I can draw more on the characteristics of spoken language. I can show some basic characteristics of narrative/ nonnarrative forms. 	
	Present writing	<ul style="list-style-type: none"> I can indicate to an adult what symbols or marks communicate. 	<ul style="list-style-type: none"> I can ‘read’ what has been written to adult. 	<ul style="list-style-type: none"> I can read aloud writing to an adult. 	
	Breakdown of Threshold Concept	Milestone 1 Beverley Steps P10 – 11 Year 1 – 2 (Entry Level 2-Entry Level 3)	Milestone 2 Beverley Steps P12 – 13 Year 3 – 4 (Level 1 Emerging – Level 1 Developing)	Milestone 3 Beverley Steps P14 -15 Year 5 – 6 (Level 1 Secure- Level 2 Emerging)	Milestone 4 Beverley Steps 16+ Year 7+ (Level 2 Developing- GCSE 4+)
	Analyse writing	<ul style="list-style-type: none"> I can discuss writing with the teacher and other pupils. I can use and understand grammatical terminology in discussing writing: <p>Year 1</p> <ul style="list-style-type: none"> word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark. <p>Year 2</p>	<ul style="list-style-type: none"> I can use and understand grammatical terminology when discussing writing and reading: <p>Year 3</p> <ul style="list-style-type: none"> word family, conjunction, adverb, preposition, direct speech, inverted commas (or ‘speech marks’), prefix, consonant, vowel, clause, subordinate clause. <p>Year 4</p>	<ul style="list-style-type: none"> I can use and understand grammatical terminology when discussing writing and reading: <p>Year 5</p> <ul style="list-style-type: none"> relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity. <p>Year 6</p> <ul style="list-style-type: none"> active and passive voice, subject and object, hyphen, 	<ul style="list-style-type: none"> I can plan, draft, edit and proofread through: <ul style="list-style-type: none"> a) considering how my writing reflects the audiences and purposes for which it was intended b) amending the vocabulary, grammar and structure of my writing to improve its coherence and overall effectiveness c) paying attention to accurate grammar,

		<ul style="list-style-type: none"> • Use and understand grammatical terminology in discussing writing: <ul style="list-style-type: none"> • verb, tense (past, present), adjective, noun, suffix, apostrophe, comma. 	<ul style="list-style-type: none"> • pronoun, possessive pronoun, adverbial. 	synonym, colon, semi-colon, bullet points.	punctuation and spelling
	Present writing	<ul style="list-style-type: none"> • I can read aloud writing clearly enough to be heard by peers and the teacher. • I can read aloud writing with some intonation. 	<ul style="list-style-type: none"> • I can read aloud writing to a group or whole class, using appropriate intonation. 	<ul style="list-style-type: none"> • I can perform compositions, using appropriate intonation and volume. 	

Appendices

Common exception words for Year 1

Here are some common exception words – words that are spelled without using the normal spelling rules – that children in England are expected to be able to spell by the end of Year 1 (age 6).

the	we	Pull
a	no	Full
do	go	He
to	so	Me
today	by	She
of	my	House
said	here	Our
says	there	Friend
are	where	School
were	love	Put
was	come	Push
is	some	You
his	one	Your
has	once	They
I	ask	be

Common exception words for Year 2

Here are some common exception words – words that are spelled without using the normal spelling rules – that children in England are expected to be able to spell by the end of Year 2 (age 7).

door	everybody	improve
floor	even	sure
poor	great	sugar
because	break	eye
find	steak	could
kind	pretty	should
mind	beautiful	would
behind	after	who
child	fast	whole
children	last	any
wild	past	many
climb	father	clothes
most	class	busy
only	grass	people
both	pass	water
old	plant	again
cold	path	half
gold	bath	money
hold	hour	Mr
told	move	Mrs
every	prove	parents

Common exception words for Year 3 & 4

Here are some common exception words – words that are spelled without using the normal spelling rules – that children in England are expected to be able to spell by the end of Year 4 (age 9).

accident(ally)	eight/eighth	material
actual(ly)	enough	medicine
address	exercise	mention
answer	experience	minute
appear	experiment	natural
arrive	extreme	naughty
believe	famous	notice
bicycle	favorite	occasion(ally)
breath	February	often
breathe	forward(s)	opposite
build	fruit	ordinary
busy/business	grammar	particular
calendar	group	peculiar
caught	guard	perhaps
centre	guide	popular
century	heard	position
certain	heart	possess(ion)
circle	height	possible
complete	history	potatoes
consider	imagine	pressure
continue	interest	probably
decide	island	promise
describe	knowledge	purpose
different	learn	quarter

<p>difficult disappear early earth</p>	<p>length library increase important</p>	<p>question recent regular reign remember sentence separate special straight strange strength suppose surprise therefore though/although thought through various</p>
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Common exception words for Year 5/6

Here are some common exception words – words that are spelled without using the normal spelling rules – that children in England are expected to be able to spell by the end of Year 6 (age 11).

accommodate accompany according achieve aggressive amateur ancient apparent appreciate attached available average awkward bargain bruise category cemetery committee communicate community competition conscience conscious	familiar foreign forty frequently government guarantee harass hindrance identity immediate(ly) individual interfere interrupt language leisure lightning marvellous especially exaggerate excellent existence explanation twelfth	mischievous muscle necessary neighbour nuisance occupy occur opportunity parliament persuade physical prejudice privilege profession programme pronunciation queue recognise recommend relevant restaurant rhyme rhythm
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controversy convenience correspond criticise (critic + ise) curiosity definite desperate determined develop dictionary disastrous embarrass environment equip (–ped, –ment)	variety sacrifice secretary shoulder signature sincere(ly) soldier stomach sufficient suggest symbol system temperature	thorough vegetable vehicle yacht
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This Progression Map complements the Curriculum Map, which covers subject content over time.
These are planned in Key Stages and can be found on TEAMS.

