



PROGRESSION IN WRITING



WRITING - TRANSCRIPTION	Areas of study	RECEPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	SPELLING – PHONICS & RULES	<p><i>See Phonics Progression Framework for detailed breakdown.</i></p> <ul style="list-style-type: none"> • Link sounds to letters, naming and sounding the 26 letters of the alphabet and GPCs from Phase 3 and 4. • Spell words containing the 40+GPC already taught (See Phonics Framework) • Write simple phrases and sentences, dictated by the teacher, that include the GPCs and CEWs taught so far. 	<p><i>See Phonics Progression Framework for detailed breakdown.</i></p> <ul style="list-style-type: none"> • Name the letters of the alphabet in order. • Use letter names to distinguish between alternative spellings of the same sound. • Spell words containing the 40+GPC already taught (See Phonics Framework) • Write simple sentences, dictated by the teacher, that include the GPCs and CEWs taught so far. 	<p><i>See Phonics Progression Framework for detailed breakdown.</i></p> <ul style="list-style-type: none"> • Segment spoken words into phonemes, spelling many correctly and making phonetically plausible attempts at others. • Learn new ways of spelling phonemes for which other spellings are already known and learn some words with each spelling, including a few common homophones. • Spell some words with contracted forms. • Use the apostrophe for singular possession. • Write simple sentences, dictated by the teacher, that include the GPCs, CEWs and punctuation taught so far. 	<p><i>See KS2 Spelling Progression grid for detailed coverage and breakdown of new GPCs.</i></p> <ul style="list-style-type: none"> • Learn more new ways of spelling phonemes for which other spellings are already known and learn some words with each spelling, including some statutory spelling words. (See Spelling Progression grid). • Use apostrophes for singular possession and contraction with accuracy and consistency. • Spell some common homophones and near homophones. (See 'Homophones by Year' list) • Write simple sentences dictated by the teacher, that include GPCs, CEWs and punctuation taught. 	<p><i>See KS2 Spelling Progression grid for detailed coverage and breakdown of new GPCs.</i></p> <ul style="list-style-type: none"> • Learn more new ways of spelling phonemes for which other spellings are already known and learn some words with each spelling, including some statutory spelling words. (See Spelling Progression grid). • Determine the difference between plural s and possessive s. • Use apostrophes for regular and irregular plural possession. • Spell common homophones with accuracy. (See 'Homophones by Year' list) • Form adjectives from nouns by adding -ous and -ious. • Use the first two or three letters of a word to check its spelling in a dictionary. • Write simple sentences dictated by the teacher, that include GPCs, CEWs and punctuation taught. 	<p><i>See KS2 Spelling Progression grid for detailed coverage and breakdown of new GPCs.</i></p> <ul style="list-style-type: none"> • Learn more new ways of spelling phonemes for which other spellings are already known and learn some words with each spelling, including some statutory spelling words. (See Spelling Progression grid). • Use apostrophes for singular and plural possession with accuracy and consistency. • Spell more complex homophones and near homophones. (See 'Homophones by Year' list) • Use the first three or four letters of a word to check its spelling and meaning in a dictionary. • Use a thesaurus to find synonyms 	<p><i>See KS2 Spelling Progression grid for detailed coverage and breakdown of new GPCs.</i></p> <ul style="list-style-type: none"> • Learn more new ways of spelling phonemes for which other spellings are already known and learn some words with each spelling, including some statutory spelling words. (See Spelling Progression grid). • Spell more complex homophones and near homophones with accuracy. (See 'Homophones by Year' list) • Use dictionaries and thesauruses, with confidence and independence, to check the spelling and meaning of words and to find appropriate synonyms and antonyms. • Use knowledge of morphology and etymology in spelling and understand that some words need to be learnt specifically.

SPELLING – COMMON EXCEPTION WORDS	<ul style="list-style-type: none"> • Spell all CEWs detailed in Phase 2,3 and 4 of school's phonics framework. (See Phonics Framework for details) 	<ul style="list-style-type: none"> • Spell all CEWs detailed in the word lists in the appendix to the national curriculum. (See Phonics Framework for details) • Spell the days of the week. 	<ul style="list-style-type: none"> • Spell all CEWs detailed in the word lists in the appendix to the national curriculum. (See Phonics Framework for details) 	<ul style="list-style-type: none"> • To spell many of the Y3/4 statutory spelling words correctly. 	<ul style="list-style-type: none"> • To spell all of the Y3/4 statutory spelling words correctly. 	<ul style="list-style-type: none"> • To spell many of the Y5/6 statutory spelling words correctly. 	<ul style="list-style-type: none"> • To spell all of the Y5/6 statutory spelling words correctly.
	SPELLING – PREFIXES & SUFFIXES		<ul style="list-style-type: none"> • Use s and es to form regular plurals. • Use the prefix un • Add suffixes -ing, -ed -er, -est where no change is needed to root word 	<ul style="list-style-type: none"> • Add suffixes -ed, -ing, -er, -y, -est to words ending in e. • Add suffixes -ing, -ed, -er, -est to single syllable words ending in one consonant (short vowel). • Add -es to nouns and verbs ending in y. • Add -ed, -ing, -er, -est to words ending in y • Add suffixes -ness, -ful, -less, -ment, -ly. • Spell words ending in -tion 	<ul style="list-style-type: none"> • Add -ing, -ed, -er, est to polysyllabic words. • Add -ly to adjectives to create adverbs • Use prefixes super, anti, auto, il, im, ir, in 	<ul style="list-style-type: none"> • Spell words with the suffixes -cian, -sion, -tion, -ssion • Add suffixes -ly and -ally to create adverbs. 	<ul style="list-style-type: none"> • Convert nouns and adjectives into verbs, using suffixes -ate, -ise, -ify. • Form adjectives from nouns, adding -cious, -tious. • Convert verbs to nouns by adding -ance, -ence, -ancy, -ency. • Add suffixes -tial -cial • Add suffixes -ible, ibly, able, ably. • Use prefixes dis, mis, de, over, re

HANDWRITING

See 'Handwriting Teaching Sequence and Progression' document and detailed weekly progression in phonics overview.

- Sit correctly at a table, holding a pencil
- Form a correct pencil grip between thumb and two fingers.
- Create meaningful lines, humps, circles and zig-zags.
- Form recognisable lower-case letters most of which are correctly formed.
- Position letters mostly correctly on a writing line.

See 'Handwriting Teaching Sequence and Progression' document and detailed weekly progression in phonics overview.

- Sit correctly at a table, holding a pencil comfortably and correctly.
- Form lower-case letters in the correct direction, starting and finishing in the right place.
- Form capital letters.
- Form digits 0-9
- Understand which letters belong to which handwriting families. (See Handwriting progression document for further details).

See 'Handwriting Teaching Sequence and Progression' document and detailed weekly progression in phonics overview.

- Form lower-case letters of the correct size relative to one another.
- Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.
- Use spacing between words that reflects the size of the letters.
- Start using some of the diagonal and horizontal strokes needed to join letters.
- Begin to understand which letters, when adjacent to one another, are best left unjoined.

See 'Handwriting Teaching Sequence and Progression' document.

- Use the diagonal and horizontal strokes needed to join letters.
- Understand which letters, when adjacent to one another, are best left unjoined.
- Use a neat, joined handwriting style with increasing accuracy and speed.

- Increase the legibility, consistency and quality of handwriting (eg. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that ascenders and descenders do not touch).
- Use a neat, joined handwriting style on standard (non-handwriting) lines.

- Increase the speed of handwriting so that transcriptional issues do not hamper writing down what they want to say.
- Be clear about what standard of handwriting is appropriate for a particular task. (Eg. quick notes or a final piece).

- Write fluently, legibly and with increasing speed.
- Choose which shape of a letter to use when given choices and, as part of personal style, whether or not to join specific letters.
- Choose the writing implement that is best suited for a task.

WRITING - COMPOSITION

PLANNING, WRITING AND EDITING

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| <ul style="list-style-type: none">• Use story maps and actions to learn by heart a range of familiar stories (see Talk for Writing overview)• Draw a story map to plan own story, based on a model.• 'Keep a sentence in their heads' when writing simple sentences dictated by the teacher. | <ul style="list-style-type: none">• Say aloud what they are going to write.• Compose a sentence orally before writing it.• Sequence sentences to form short narratives• Discuss what they have written with the teacher or other pupils.• Re-read writing to check it makes sense• Make changes with support from an adult | <ul style="list-style-type: none">• Plan what they are going to write about, including writing down ideas or key words and new vocabulary.• Encapsulate what they want to say, sentence by sentence.• Make simple additions, revisions and corrections to their own writing by evaluating writing with the teacher and other pupils.• Re-read writing to check for sense and that correct verb tense is used throughout.• Proof-read writing to check for errors in spelling and end sentence punctuation. | <ul style="list-style-type: none">• Begin to use ideas from reading and modelled examples to plan writing.• Compose and rehearse sentences orally, using a range of sentence structures. (See sentence focus in Talk for writing overview)• Proofread their own and others' work to check for transcriptional errors (with increasing accuracy) and to make improvements.• Begin to organise writing into paragraphs around a theme. | <ul style="list-style-type: none">• Compose and rehearse sentences orally, building in varied vocabulary and using an increasing range of sentence structures. (See sentence focus in Talk for writing overview)• Proofread consistently and amend own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns / pronouns for cohesion.• Consistently organise writing into paragraphs around a theme to add cohesion and to aid the reader. | <ul style="list-style-type: none">• Plan writing by evaluating the audience for and purpose of the piece and using other similar writing as models for their own.• Plan writing, considering how authors have developed characters or settings in what they have read, listened to or seen performed.• Proof-read work to précis longer passages by removing unnecessary repetition or irrelevant details.• Consistently link ideas across paragraphs.• Proof-read work to assess effectiveness of their own and others' writing and to make necessary corrections and improvements.• Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.• Ensure use of consistent and correct tense throughout a piece of writing. | <ul style="list-style-type: none">• Note down and develop initial ideas, drawing on reading and research where necessary.• Use a wide range of devices (adverbs of time, place, variation of pronouns) to build cohesion within and across paragraphs.• Habitually proof-read to check for transcriptional errors.• Select appropriate grammar and vocabulary, understanding how such choices can affect meaning.• Ensure correct subject and verb agreement, when using singular and plural. |
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AWARENESS OF AUDIENCE, PURPOSE AND STRUCTURE

- Use vocabulary from stories heard when retelling and creating their own.
- Use language to imagine and recreate roles and experiences in play situations.
- Understand the importance of maintaining a thread to a discussion or conversation.

- Start to engage readers by using adjectives to describe
- Use some simple features of different text types, making choices about appropriate vocabulary and subject matter. (See Talk for writing overview).
- Read writing aloud, clearly enough to be heard by the teacher.

- Write narratives about personal experience and those of others (real and fictional).
- Write about real events
- Read aloud what they have written with appropriate intonation to make the meaning clear.

- Demonstrate an increasing understanding of purpose and audience, using writing similar to that which they are planning to write.
- Begin to use the structure of a range of text types, including using simple organisational devices such as headings and sub-headings).
- Begin to create settings, characters and plot in narratives.
- Make deliberate and ambitious word choices to add detail.

- Write a range of narratives and non-fiction pieces, using a consistent and appropriate structure (including genre-specific layout devices).
- Create detailed settings, characters and plot in narratives to engage the reader and add atmosphere.
- Read aloud their own writing to a group or the whole class, using appropriate intonation and controlling the tone and volume so the meaning is clear.

- Consistently produce sustained and accurate writing from different narrative and non-fiction genres, with appropriate structure, organisational and layout devices for a range of audiences and purposes.
- Describe characters, setting and atmosphere with carefully-chosen vocabulary to enhance mood, clarify meaning and create pace.
- Perform their own compositions confidently, using appropriate intonation, volume and movement so that the meaning is clear.

- Write effectively for a range of purposes and audiences, selecting appropriate form and drawing independently on what they have read as models for their own writing.
- Integrate dialogue to convey character and advance the action in narratives.
- Distinguish between the language of speech and writing and choose the appropriate register.
- Select vocabulary and grammatical structures that reflect what the writing requires. (Eg. contracted forms in dialogue, passive verbs to affect how information is presented).

WRITING – GRAMMAR & PUNCTUATION

SENTENCE CONSTRUCTION	<ul style="list-style-type: none"> Orally, extend ideas using and, but, so, because. Orally, formulate questions. Orally. Use sequencing words to give detail to answers. Orally, answer 'how' or 'why' questions about experiences or in response to stories. 	<ul style="list-style-type: none"> Use simple sentence structures. Join words and clauses with 'and'. 	<ul style="list-style-type: none"> Use present tense and past tense, mostly consistently and correctly. To use sentences with different forms (statements, questions, exclamations and commands). Use expanded noun phrases to describe and specify. (Eg. The blue butterfly) Use co-ordination (and, or, but) Use some subordination (when, if, that, because) 	<ul style="list-style-type: none"> Maintain the correct tense throughout a piece of writing with more consistency. Use a wider range of conjunctions (when, if, because, although). Use conjunctions, adverbs and prepositions to show time, place and cause. Use 'a' or 'an' correctly. 	<ul style="list-style-type: none"> Always maintain an appropriate and accurate tense throughout a piece of writing. Expand noun phrases with addition of ambitious modifying adjectives and prepositional phrases. Consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition. Extend the range of sentences with more than one clause by using a wider range of subordinating conjunctions, sometimes in varied positions within sentences. 	<ul style="list-style-type: none"> Ensure consistent and correct use of tense throughout a piece of writing. Use modal verbs or adverbs to indicate degrees of possibility. Use relative clauses beginning with who, which, where, when, whose, that or with an implied (omitted) relative pronoun. Use a wide range of linking words / phrases between sentences and paragraphs to build cohesion, including time adverbials, place adverbials and sequencing. 	<ul style="list-style-type: none"> Ensure consistent and correct use of tense throughout a piece of writing, including the correct subject and verb agreement when using singular and plural. Recognise vocabulary and structures that are appropriate for formal writing, including the subjunctive. Use the perfect form of verbs to mark relationships of time and cause. Use the passive voice to affect presentation of information in a sentence. Use expanded noun phrases to convey complicated information precisely.
PUNCTUATION	<ul style="list-style-type: none"> When writing sentences dictated by the teacher, begin to use full stops to demarcate the end of a sentence. 	<ul style="list-style-type: none"> Use a capital letter to begin a sentence. Use full stops to end sentences. Begin to use question marks or exclamation marks to end sentences. Use a capital letter for names, places, days of the week and personal pronoun, 'I.' 	<ul style="list-style-type: none"> Use full stops, question marks, exclamation marks and capital letters to punctuate sentences, mostly correctly. Use commas to separate items in a list Use apostrophes to mark singular possession and contractions. 	<ul style="list-style-type: none"> Use the full range of punctuation from previous year groups with accuracy. Punctuate direct speech accurately, including use of inverted commas. Use commas after fronted adverbials. 	<ul style="list-style-type: none"> Consistently use apostrophes for singular and plural possession Accurately punctuate direct speech. 	<ul style="list-style-type: none"> Use commas consistently to clarify meaning or avoid ambiguity. Use brackets, dashes or commas to indicate parenthesis. 	<ul style="list-style-type: none"> Use hyphens to avoid ambiguity Use semi-colons or colons to mark boundaries between clauses. Use a colon to introduce a list. Punctuate bullet points.
TERMINOLOGY		<i>Word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark</i>	<i>Verb, tense (past, present), adjective, noun, noun phrase, adverb, statement, exclamation, question, command, apostrophe, comma, compound, suffix</i>	<i>Word family, conjunction, adverb, preposition, direct speech, inverted commas (speech marks), prefix, consonant, vowel, clause, subordinate clause</i>	<i>Pronoun, possessive noun, adverbial, determiner</i>	<i>Relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, cohesion, ambiguity</i>	<i>Active and passive voice, subject and object, hyphen, synonym, antonym, colon, semi-colon, bullet points, ellipsis</i>