



English Writing Progression Document

2019 – 2020 Whole School

	<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<u>Phonic & Whole word spelling</u>	<ul style="list-style-type: none"> Use phonic knowledge to write words in ways which match spoken sounds. Some words are spelt correctly and others are phonetically plausible. Write some common irregular words. 	<ul style="list-style-type: none"> Spell words containing each of all 40+ phonemes already taught. Spell common exception words. Spell days of the week. Name the letters of the alphabet: <ul style="list-style-type: none"> -name in order -Use letter names to distinguish between alternative spellings of same sound. 	<ul style="list-style-type: none"> Spell by segmenting words into phonemes and representing these by graphemes, spelling many correctly. Learn new ways of spelling phonemes for which one or more spellings are already known, & learn some words with each spelling, including a few common homophones. Spell common exception words. Distinguish between homophones and near homophones. 	<ul style="list-style-type: none"> Spell further homophones. Spell words that are often misspelt. 	<ul style="list-style-type: none"> Continue to distinguish between homophones and other words which are often confused. Spell words with silent letters. Use knowledge of morphology & etymology in spelling and understand that the spelling of some words needs to be learnt specifically. 		
<u>Other word building spelling</u>		<ul style="list-style-type: none"> Add prefixes & suffixes: <ul style="list-style-type: none"> -s or -es -un -ing, -ed, -er and -est (where no change is needed in the spelling of the root words). 	<ul style="list-style-type: none"> Spell more words with contracted forms. Add suffixes to spell longer words: -ment, -ness, -ful, -less & -ly. Spell by learning the possessive apostrophe (singular). 	<ul style="list-style-type: none"> Use the first two or three letters of a word to check its spelling in a dictionary. Use further prefixes & suffixes and understand how to add them. Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals. 	<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. Use further prefixes & suffixes and understand the guidance for adding them. 		
<u>Transcription</u>		<ul style="list-style-type: none"> Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. 	<ul style="list-style-type: none"> Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. 	<ul style="list-style-type: none"> Write from memory simple sentences, dictated by the teacher, that include taught words and punctuation taught so far. 			



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<p>Handwriting</p>		<ul style="list-style-type: none"> ▪ Sit correctly at table, holding pencil comfortably and correctly. ▪ Begin to 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' and practise these. 	<ul style="list-style-type: none"> ▪ Form lower-case letters of the correct size relative to one another. ▪ Start using some of the diagonal & horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. ▪ Write capitals 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. ▪ Write digits of the correct size and orientation. 	<ul style="list-style-type: none"> ▪ Use the diagonal & horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. ▪ Increase the legibility, consistency and quality of handwriting, e.g. by ensuring that 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"> ▪ Write legibly, fluently, with increasing speed by: ▪ Choosing which shape of letter to use when given choices and deciding whether or not to join specific letters. ▪ Choosing the writing implement that is best suited for the task. 		
<p>Contexts for Writing</p>		<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪ Develop positive attitudes towards & stamina for writing by writing: <ul style="list-style-type: none"> -narratives about personal experiences and those of others (real and fictional) -about real events -poetry -for different purposes 		<ul style="list-style-type: none"> ▪ 		<ul style="list-style-type: none"> ▪
<p>Planning Writing</p>		<ul style="list-style-type: none"> ▪ Say out loud what they are going to write about. 	<ul style="list-style-type: none"> ▪ Plan or say out loud what they are going to write about. ▪ Write idea and/or key words including new vocabulary. 	<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. ▪ Discuss and record ideas. ▪ Compose & rehearse sentences orally (including dialogue), progressively building a varied & rich vocabulary & increasing range of sentence structures. 	<ul style="list-style-type: none"> ▪ Identify audience and purpose, selecting appropriate form and use other similar writing as model. ▪ Note and develop initial ideas, drawing on reading & research where necessary. ▪ In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to & seen performed. 		
<p>Drafting Writing</p>	<ul style="list-style-type: none"> ▪ Write simple sentences which can 	<ul style="list-style-type: none"> ▪ Compose a sentence orally before writing. 	<ul style="list-style-type: none"> ▪ Encapsulate what they want to say, 	<ul style="list-style-type: none"> ▪ Organise paragraphs around a theme. ▪ In narratives, create settings, characters & plot. 	<ul style="list-style-type: none"> ▪ Select appropriate grammar and vocab, understanding how such choices can change and enhance meaning. 		



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	be read by themselves and others.	<ul style="list-style-type: none"> Sequence sentences to form short narratives. 	<p>sentence by sentence.</p>	<ul style="list-style-type: none"> In non-narrative material, use simple organisational devices such as headings and sub-headings. 	<ul style="list-style-type: none"> Use a wide range of devices to build cohesion within and across paragraphs. Precis longer paragraphs. In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action. Use further organisational and presentational devices to structure text and guide the reader (e.g. headings, bullet points, underlining). 		
Editing Writing		<ul style="list-style-type: none"> Re-read what they have written to check that it makes sense. Discuss what they have written with the teacher or other pupils. 	<ul style="list-style-type: none"> Evaluating their writing with the teacher or other pupils. Re-reading to check it makes sense and that verbs to indicate time are used correctly & consistently, incl verbs in the continuous form. Proof read to check for errors in spelling, grammar and punctuation. 	<ul style="list-style-type: none"> Asses the effectiveness of their own and others' writing and suggest improvements. Propose changes to grammar & vocab to improve consistency, including the accurate use of pronouns in sentences. Proof read for spelling and punctuation errors. 	<ul style="list-style-type: none"> Assess the effectiveness of their own and others' writing Propose changes to grammar, vocab and punctuation to enhance effects and clarify meaning. Ensure the consistent and correct use of tense throughout a piece of writing. Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. Proof read for spelling and punctuation errors. 		
Performing Writing		<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 their writing with appropriate intonation to make the meaning clear. 	<ul style="list-style-type: none"> Read aloud their writing, to a group or whole class, using 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. 		
Sentence Structure	<ul style="list-style-type: none"> Write simple sentences which can be read by themselves and others. 	<ul style="list-style-type: none"> How words can combine to make sentences. Joining words and joining sentences using and. 	<ul style="list-style-type: none"> 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) How the grammatical patterns in a sentence indicate its function as a statement, questions, 	<ul style="list-style-type: none"> Expressing time, place and cause using conjunctions (e.g. when, so, before, after, while, because), adverbs (e.g. then, next, soon, therefore) or prepositions (e.g. before, after, during, in, because) 	<ul style="list-style-type: none"> 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). Fronted adverbials (e.g. Later that day, I heard bad news). 	<ul style="list-style-type: none"> Relative clauses beginning with who, which, where, why, whose, that o, an omitted relative pronoun. Indicating degrees of possibility using adverbs (e.g. perhaps surely) or modal verbs (e.g. might, should, will, must). 	<ul style="list-style-type: none"> Use of the passive voice to affect the presentation of information in a sentence. The different between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He's your friend, isn't he?, or the use of subjunctive forms such



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			exclamation or command.				as I were or Were they to come in some very formal writing and speech)
<u>Text Structure</u>		<ul style="list-style-type: none"> Sequencing sentences to form short narratives. 	<ul style="list-style-type: none"> Correct choice and consistent use of the present tense and past tense throughout writing. Use of the progressive form of verbs in the present and past tense to mark actions in progress. 	<ul style="list-style-type: none"> Introduction to paragraphs as a way to group related material. Headings & sub-headings to aid presentations. Use of the present perfect form of verbs instead of the simple past (e.g. He has gone out to play contrasted with He went out to play). 	<ul style="list-style-type: none"> Use paragraphs to organise ideas around a theme. Appropriate choice of pronoun and noun within and across sentences to aid cohesion and avoid repetition. 	<ul style="list-style-type: none"> Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly). Linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby), number (e.g. secondly) and tense choice (e.g. he had seen her before). 	<ul style="list-style-type: none"> Linking ideas across paragraphs using a wider range of cohesive devices: repetition of word or phrase, grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast) and ellipsis. Layout devices, such as headings, sub-headings, columns, bullets, tables, to structure text.
<u>Punctuation</u>		<ul style="list-style-type: none"> Separation of words with spaces. Introduction to capital letters, full stops, question marks & exclamation marks to demarcate sentences. Capital letters for names and the personal pronoun I. 	<ul style="list-style-type: none"> 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 & to mark singular possession in nouns. 	<ul style="list-style-type: none"> Introduction to inverted commas to punctuate direct speech. 	<ul style="list-style-type: none"> Use of inverted commas and other punctuation to indicate direct speech. Apostrophes to mark plural possession. Use of commas after fronted adverbials. 	<ul style="list-style-type: none"> Brackets, dashes or commas to indicate parenthesis. Use of commas to clarify meaning or avoid ambiguity. 	<ul style="list-style-type: none"> Use of semi-colon, colon and dash to mark the boundary between independent clauses. Use of the colon to introduce a list and use of semi-colon within lists. Punctuation of bullet points to list information. How hyphens can be used to avoid ambiguity.
<u>Grammatical Terminology</u>		<ul style="list-style-type: none"> Letter, capital letter Word, singular, plural Sentence Punctuation, full stop, question mark, exclamation mark 	<ul style="list-style-type: none"> Noun, noun phrase Statement, question, exclamation, command Compound, suffix Adjective, adverb, verb Tense (past, present) Apostrophe, comma 	<ul style="list-style-type: none"> Preposition, conjunction Word family, prefix Clause, subordinate clause Direct speech Consonant, consonant letter vowel, vowel letter Inverted commas (or 'speech marks') 	<ul style="list-style-type: none"> Determiner Pronoun, possessive pronoun Adverbial 	<ul style="list-style-type: none"> Modal verb, relative pronoun Relative clause Parenthesis, bracket, dash Cohesion, ambiguity 	<ul style="list-style-type: none"> Subject, object Active, passive Synonym, antonym Ellipsis, hyphen, colon, semi-colon, bullet points