

Writing Skills Progression

Writing - Transcription						
Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Nursery Pupils should be taught to:</p> <ul style="list-style-type: none"> • Distinguish between different marks the make • Ascribe meaning to signs, symbols etc. • Show interest in letters. <p>Reception Pupils should be taught to:</p> <ul style="list-style-type: none"> • use their phonic knowledge to write words in ways which match their spoken sounds • write some irregular common words. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • spell: <ul style="list-style-type: none"> - words containing each of the 40+ phonemes already taught - common exception words - the days of the week • name the letters of the alphabet: <ul style="list-style-type: none"> - naming the letters of the alphabet in order - using letter names to distinguish between alternative spellings of the same sound • add prefixes and suffixes: - using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs <ul style="list-style-type: none"> - using the prefix un- □ using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] • apply simple spelling rules and guidance, as listed in English Appendix 1 • write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • spell by: <ul style="list-style-type: none"> - segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly - learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones - learning to spell common exception words - learning to spell more words with contracted forms - learning the possessive apostrophe (singular) [for example, the girl's book] - distinguishing between homophones and near-homophones • add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly • apply spelling rules and guidance, as listed in English Appendix 1 • write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Have increased knowledge of further prefixes and suffixes and understand how to use them in writing. • Can spell an increasing number of homophones. • When using a dictionary, is able to use the first two or three letters of a word to check its' meaning. • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. • Begin to spell words that are often misspelt (English Appendix 1) 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Have increased knowledge of further prefixes and suffixes and understand how to use them in writing. • Can spell an increasing number of further homophones. • When using a dictionary, is able to use the first two or three letters of a word to check its' meaning. • Can write simple sentences from memory that have been dictated, using the correct punctuation. • Know how to use the possessive apostrophe accurately in words with regular and irregular plurals. • Correctly use the possessive apostrophe with plural nouns in writing • Spell words that are often misspelt (English Appendix 1) 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • know some words have similar meanings (synonyms) and others have opposite meanings (antonyms). • structure work with appropriate headings, sub-headings, columns, bullets, or tables • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 • use dictionaries to check the spelling and meaning of words • use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary • use a thesaurus. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use further prefixes and suffixes and understand the guidance for adding them • spell some words with 'silent' letters [for example, knight, psalm, solemn] • continue to distinguish between homophones and other words which are often confused • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 • use dictionaries to check the spelling and meaning of words • use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary • use a thesaurus.

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Writing - Handwriting						
Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Nursery Pupils should be taught to:</p> <ul style="list-style-type: none"> holds and manipulates mark making tools with thumb and all fingers Make continuous lines of shape from left to right Manipulates a range of tools and equipment in one hand Show a dominant hand <p>Reception Pupils should be taught to:</p> <ul style="list-style-type: none"> show good control and co-ordination in large and small movements handle equipment and tools effectively, including pencils for writing. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> sit correctly at a table, holding a 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' (i.e. letters that are formed in similar ways) and to practise these. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> form lower-case letters of the correct size relative to one another 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 unjoined 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. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> use diagonal and horizontal strokes and know which letters are appropriate to join ensure joined handwriting is legible with all letters the same height and the correct distance apart from each other 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> know which letters are appropriate to join. increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> make sure others can read the handwriting and decide whether or not to join specific letters choose the writing tool that is best suited for a task. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task.

Writing - Composition						
Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Nursery Pupils should be taught to:</p> <ul style="list-style-type: none"> Make marks in a range of places Give meaning to marks <p>Reception</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> write sentences by: <ul style="list-style-type: none"> saying out loud what they are going to write about composing a sentence orally before writing it sequencing sentences to form short narratives 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> develop positive attitudes towards and stamina for writing by: <ul style="list-style-type: none"> writing narratives about personal experiences and those of others (real and fictional) writing about real events writing poetry 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> plan their writing by beginning to: <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 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> plan their writing by: <ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> link ideas across my work by using a range of devices (such as the repetition of a word or phrase, or using phrases such as on the other hand, in contrast, or as a consequence) and 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> plan their writing by: <ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own

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<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • write simple sentences which can be read by themselves and others. 	<ul style="list-style-type: none"> - re-reading what they have written to check that it makes sense • discuss what they have written with the teacher or other pupils • read aloud their writing clearly enough to be heard by their peers and the teacher 	<ul style="list-style-type: none"> - writing for different purposes • consider what they are going to write before beginning by: <ul style="list-style-type: none"> - planning or saying out loud what they are going to write about - writing down ideas and/or key words, including new vocabulary - encapsulating what they want to say, sentence by sentence • make simple additions, revisions and corrections to their own writing by: <ul style="list-style-type: none"> - evaluating their writing with the teacher and other pupils - re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form - proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] • read aloud what they have written with appropriate intonation to make the meaning clear. 	<ul style="list-style-type: none"> structure, vocabulary and grammar - discussing and recording ideas • group ideas into paragraphs. • draft and organise writing using different settings, characters and plot. • draft and organise writing by using headings and sub-headings • use headings and sub-headings to structure and present work. • read through finished work to correct spelling and punctuation errors if present. • read writing out to an audience in an interesting and clear manner. 	<ul style="list-style-type: none"> vocabulary and grammar - discussing and recording ideas • group ideas into paragraphs. • draft and organise writing using different settings, characters and plot. • draft and organise writing by using headings and sub-headings appropriately and independently. • use headings and sub-headings to structure and present work. • read through finished work to correct spelling and punctuation errors if present. • read writing out to an audience in an interesting and clear manner. • use an increasing range of sentence structures and richer vocabulary in writing. • edit work and that of others and add improvements to the texts. • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of 	<ul style="list-style-type: none"> know how to use an ellipsis. • make the structure in a paragraph more interesting by using word structures such as then, after that, this, firstly • know there are a range of ways of linking across paragraphs - using time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]. • plan the structure of writing by identifying the audience for the text and the purpose of the writing. • plan writing by making notes and then developing initial ideas by reading and researching other texts and thoughts. • draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. • review work to further describe and develop settings, characters and the narrative atmosphere. • use themes and details to help link paragraphs together into a flow of text. 	<ul style="list-style-type: none"> - noting and developing initial ideas, drawing on reading and research where necessary - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed • draft and write by: <ul style="list-style-type: none"> - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action - précis longer passages - using a wide range of devices to build cohesion within and across paragraphs - using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] • evaluate and edit by: <ul style="list-style-type: none"> - assessing the effectiveness of their own and others' writing
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				<p>pronouns in sentences</p>	<ul style="list-style-type: none"> • use headings, bullet points and underlining to structure and guide a reader through the writing. • evaluate and edit work by comparing with the work of others' and explore whether the writing is the high quality expected. • evaluate and edit texts to enhance and clarify by proposing changes to vocabulary, grammar and punctuation • proof-read work to correct spelling and punctuation mistakes • read aloud work so the meaning is clear, fluent and flows correctly 	<ul style="list-style-type: none"> - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - ensuring the consistent and correct use of tense throughout a piece of writing - ensuring 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 • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
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Writing – Vocabulary, Grammar & Punctuation						
Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • spell some words correctly and ensure others are phonetically plausible. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> - leaving spaces between words - joining words and joining clauses using and - beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> - learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • develop their understanding of the concepts set out in English Appendix 2 (National Curriculum) • know that inverted commas are used to open and close what some one is saying in a text. • use adverbs and prepositions in writing. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • develop their understanding of the concepts set out in English Appendix 2 • write sentences which contain more than one clause, by using a wider range of conjunctions, such as when, if, because and although. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use modal verbs (such as can/could, may/might, must, will/would, and shall/should) to explain how something might be possible. • use brackets, dashes or commas to create an explanation section in a sentence. • begin sentence clauses with who, which, where, 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> - recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms

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<ul style="list-style-type: none"> - using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' - learning the grammar for year 1 in English Appendix 2 • use the grammatical terminology in English Appendix 2 in discussing their writing. 	<ul style="list-style-type: none"> for contracted forms and the possessive (singular) • learn how to use: <ul style="list-style-type: none"> - sentences with different forms: statement, question, exclamation, command - expanded noun phrases to describe and specify [for example, the blue butterfly] - the present and past tenses correctly and consistently including the progressive form - subordination (using when, if, that, or because) and co-ordination (using or, and, or but) - the grammar for year 2 in English Appendix 2 - some features of written Standard English • use and understand the grammatical terminology in English Appendix 2 in discussing their writing. 	<ul style="list-style-type: none"> • write sentences which contain more than one clause, by using a wider range of conjunctions, such as when, if, because and although. • know when to use 'a' or 'an' depending on what the next word begins with. • using the present perfect form of verbs in contrast to the past tense • use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. 	<ul style="list-style-type: none"> • use the present perfect form of verbs in contrast to the past tense • choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • use conjunctions, adverbs and prepositions to express time and cause • use fronted adverbials • learning the grammar for years 3 and 4 in English Appendix 2 • use commas after fronted adverbials • indicating possession by using the possessive apostrophe with plural nouns • use and punctuate direct speech • use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. 	<ul style="list-style-type: none"> when, whose, that or with. • use hyphens to ensure the reader understands exactly what I mean. For example, man eating shark is not the same as man-eating shark. • write out formal speech or texts using appropriate vocabulary. • use passive verbs to affect the focus of information in a sentence - for example, I can change 'Sam repaired the car' into 'The car was repaired by Sam'. • mark out separate clauses in a sentence by using a semi-colon or colon • use a colon to indicate the beginning of a list. • use bullet points accurately when constructing a list. • use commas to structure sentences and clarify the meaning of a text. • ensure use of the consistent and correct use of tense throughout a piece of writing. 	<ul style="list-style-type: none"> - using passive verbs to affect the presentation of information in a sentence - using the perfect form of verbs to mark relationships of time and cause - using expanded noun phrases to convey complicated information concisely - using modal verbs or adverbs to indicate degrees of possibility - using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun - learning the grammar for years 5 and 6 in English Appendix 2 • indicate grammatical and other features by: <ul style="list-style-type: none"> - using commas to clarify meaning or avoid ambiguity in writing - using hyphens to avoid ambiguity - using brackets, dashes or commas to indicate parenthesis - using semi-colons, colons or dashes to mark boundaries between independent clauses - using a colon to introduce a list
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SEND Provision: All targets in line with EHCP

Substantive Knowledge

Disciplinary Knowledge

Application of both



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						<ul style="list-style-type: none">- punctuating bullet points consistently• use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.
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