



Progression in Writing



Early Years Foundation Stage: Writing Curriculum				
	Speaking	Composition	Vocabulary	Handwriting and Fine Motor Skills
N	<ul style="list-style-type: none"> Start a conversation with an adult or friend and can continue it for many turns. Use longer sentences of four to six words. Link sentences with conjunctions. Is developing his/her communication, but may still make mistakes with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam' He/she may have problems saying:- some sounds, r, j, th, ch and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'. Use talk to organise himself/herself and his/her play; 'let's go on a bus...you sit there...I'll be the driver.' Know many rhymes, is able to talk about familiar books, and can tell a long story Able to express a point of view and to debate when he/she disagrees with an adult or friend, using words as well as actions. Use a wider range of vocabulary. Sing a large repertoire of songs. 	<ul style="list-style-type: none"> Write short sentences with words with known sound letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense. Write simple phrases and sentences that can be read by others. Spell words by identifying the sounds and represent the sound in writing. Write recognisable letters, most of which are correctly formed. Use key features of narrative in their own writing (2012). 	Letter, Alphabet, Rhyme, Phoneme Grapheme, Digraph, Trigraph Sentence, Capital letter Finger spaces, Full Stop	<ul style="list-style-type: none"> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop the foundations of a handwriting style. Begin to form lower-case and capital letters correctly.
R	<ul style="list-style-type: none"> Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses, with modelling and support from their teacher. Participate in small group, class and one-to-one discussions, offering their own ideas. Retell the story both as an exact repetition or in their own words. Learn rhymes, poems and songs. Listen to and talk about selected non-fiction to develop new knowledge and vocabulary. 	<ul style="list-style-type: none"> Write short sentences using a capital letter and full stop. Re-read what they have written to check that it makes sense. Write simple phrases and sentences that can be read by others. Spell words by identifying the sound and then writing the sound with letters. Write recognisable letters, most of which are correctly formed. Use key features of narrative in their own writing (2012). 	Letter, Alphabet, Rhyme, Phoneme Grapheme, Digraph, Trigraph Sentence, Capital letter Finger spaces, Full Stop	<ul style="list-style-type: none"> Develop their fine motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop the foundations of a handwriting style which is accurate and efficient. Form lower-case and capital letters correctly.
ELG				
<ul style="list-style-type: none"> Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others. 				

Year 1 Writing Curriculum

Composition	Skills	Transcription
<p>Plan/explore</p> <ul style="list-style-type: none"> • Say out loud what they are going to write about. • Compose a sentence orally before writing it. <p>Write/organise</p> <ul style="list-style-type: none"> • Sequence sentences to form short narratives. <p>Improve</p> <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 and begin to make changes independently. <p>Read</p> <ul style="list-style-type: none"> • Read aloud their writing clearly enough to be heard by their peers and teacher. 	<p>Grammar</p> <ul style="list-style-type: none"> • Leave spaces between words. • Join words and join clauses using and. • Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. <p>Punctuation</p> <ul style="list-style-type: none"> • Use capital letters, full stops, question marks and exclamation marks to demarcate sentences in some of own writing. • Use capital letters for names of people, places, days of week and personal pronoun 'I'. <p>Vocabulary</p> <p>Letter, capital letter, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark, vowel, consonant, plural</p>	<p>Spelling</p> <p>The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck. The /ŋ/ sound spelt n before k. Division of words into syllables. The /tʃ/ sound is usually spelt as tch if it comes straight after a single vowel letter. The /v/ sound at the end of word having e after v. Adding s and es to words (plural of nouns and the third person singular of verbs). Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word. Adding -er and -est to adjectives where no change is needed to the root word. Vowel digraphs and trigraphs: ai, oi, ay, oy, a-e, e-e, i-e, o-e, u-e, ar, ee, ea (meat/bread), er, ir, ur, oo (food/wood), oa, oe, ou, ow (brown/snow), ue, ew, ie (lie/chief), igh, or, ore, aw, au, air, ear (bear/dear), are. Words ending -y (/i:/ or /ɪ/). New consonant spellings ph and wh. Using k for the /k/ sound. Adding the prefix -un. Compound words. Common exception words.</p> <p>Handwriting and Presentation</p> <ul style="list-style-type: none"> • Sit correctly at a table, holding a pencil comfortably and correctly. • Form capital and lower-case letters in the correct direction, starting and finishing in the right place. • Form digits 0-9 correctly.

Year 2 Writing Curriculum

Composition	Skills	Transcription
<p>Plan/explore</p> <ul style="list-style-type: none"> Plan or say out loud what they are going to write about. Write down key ideas and/or key words including new vocabulary. <p>Write/organise</p> <ul style="list-style-type: none"> Write narratives about personal experiences and those of others (real and fictional) Write a poem linked to class learning. Write for different purposes. <p>Improve</p> <ul style="list-style-type: none"> Evaluate their writing with the teacher and other pupils. Proof-read to check their writing makes sense and for errors in spelling, grammar, and punctuation so that the meaning is clear. Check verbs to ensure correct tense. <p>Read</p> <p>Read aloud their writing clearly enough to be heard by their peers and teacher.</p>	<p>Grammar</p> <ul style="list-style-type: none"> Understand and use different types of sentences: as a statement, question, exclamation, or command. Use expanded noun phrases to describe and specify e.g., <i>the blue butterfly</i>. Use present and past tenses correctly and consistently. Show correct use of progressive form or verbs to mark actions in progress e.g., <i>she is drumming, he was shouting</i>. Use subordination (<i>using when, if, that, or because</i>). Use co- ordination (<i>using or, and, or but</i>). Learn the possessive apostrophe (singular) eg: <i>the girl's book</i>. <p>Punctuation</p> <ul style="list-style-type: none"> Use full stops, capital letters, exclamation marks, question marks to demarcate sentences consistently in own writing. Use commas for lists. Use apostrophes for contracted forms and the possessive (singular). <p>Vocabulary</p> <p>noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, noun, tense, past, present, apostrophe, comma, homophone</p>	<p>Spelling</p> <p>The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y.</p> <p>The /s/ sound spelt c before e, i and y.</p> <p>The /n/ sound spelt kn and (less often) gn at the beginning of words.</p> <p>The /r/ sound spelt wr at the beginning of words This spelling probably also reflects an old pronunciation. write, written, wrote, wrong, wrap.</p> <p>The /l/ or /əl/ sound spelt -le at the end of words.</p> <p>The /l/ or /əl/ sound spelt -el at the end of words.</p> <p>The /l/ or /əl/ sound spelt -al at the end of words.</p> <p>Words ending -il.</p> <p>The /aɪ/ sound spelt -y at the end of words.</p> <p>Adding -es to nouns and verbs ending in -y.</p> <p>Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it.</p> <p>Adding the endings - ing, -ed, -er, -est and -y to words ending in -e with a consonant before it.</p> <p>Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter.</p> <p>The 'or' sound spelt a before l and ll e.g. all.</p> <p>The /ʌ/ sound spelt o e.g. other, Monday.</p> <p>The /i:/ sound spelt -ey.</p> <p>The /ɒ/ sound spelt a after w and qu e.g. watch, quantity.</p> <p>The /ɜ:/ sound spelt or after w e.g. word.</p> <p>The /ɔ:/ sound spelt ar after w e.g. war.</p> <p>The /z/ sound spelt s e.g. television.</p> <p>The suffixes -ment, -ness, -ful, -less and -ly.</p> <p>Contractions</p> <p>The possessive apostrophe (singular nouns).</p> <p>Homophones and near-homophones.</p> <p>Common exception words.</p> <p>Handwriting and Presentation</p> <ul style="list-style-type: none"> Form lower-case letters of the correct size relative to one another. To begin to use 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. Write capital letters and digits of the correct size, orientation, and relationship to one another. Use spacing between words that reflects the size of the letters.

Year 3 Writing Curriculum

Composition	Skills	Transcription
<p>Plan/explore</p> <ul style="list-style-type: none"> • Discuss and record ideas within a given structure. • Compose and rehearse sentences orally, building a varied and rich vocabulary and an increasing range of sentence structures. <p>Write/organise</p> <ul style="list-style-type: none"> • Write for a range of real purposes and audiences across the curriculum. • Draft and write in narratives, creating settings, characters, and plot. • Draft and write non-narrative material using headings and sub-headings. • Organise writing into paragraphs as a way of grouping material. <p>Improve</p> <ul style="list-style-type: none"> • Assess the effectiveness of their own and others' writing suggesting improvements. • Propose improvements to writing by changing grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, expanded noun phrases and fronted adverbials. • Proof-read for spelling and punctuation errors including the apostrophe for possession, speech punctuation and the use of the comma for fronted adverbials. <p>Read</p> <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>Grammar</p> <ul style="list-style-type: none"> • Extend the range of sentences with more than one clause by using a wider range of conjunctions, including <i>when, if, because, although</i>. • Express time and cause by using conjunctions, eg., <i>when, before, after, while, so, because</i>. • Use adverbs eg; <i>then, next, soon, therefore</i>. • Use prepositions eg, <i>before, after, during, in, because of</i>. • Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. • Use present perfect tense of verbs instead of simple past eg, <i>he has gone out to play not he went out to play</i>. • Use standard English forms for verb inflections instead of local spoken forms eg; <i>we were</i> instead of <i>we was</i>. <p>Punctuation</p> <ul style="list-style-type: none"> • Use inverted commas and other punctuation to indicate direct speech. • Use commas after fronted adverbials. • Indicate possession by using the possessive apostrophe with plural nouns. <p>Vocabulary</p> <p>preposition, conjunction, prefix, clause, subordinate clause, direct speech, consonant, consonant, letter, vowel, inverted commas /speech marks.</p>	<p>Spelling</p> <ul style="list-style-type: none"> • The /ow/ sound spelled 'ou.' The /u/ sound spelled 'ou.' • The /i/ sound spelled with a 'y.' • Words with endings that sound like /ze/ spelled '-sure.' • Words with endings that sound like /ch/ is often spelled – the prefix 're-', 'dis' and 'mis' • Adding suffixes beginning with vowel letters to words of more than one syllable. • The long vowel /a/ sound spelled 'ai' , 'ei' and 'ey' • Adding the suffix –ly. (adverbs) • The /l/ sound spelled '-al' and '-le' at the end of words. • Adding the suffix '-ly' when the root word ends in '-le' then the '-le' is changed to '-ly.' • Adding the suffix '-ally' which is used instead of '-ly' when the root word ends in '-ic.' • Adding the suffix –ly. Words which do not follow the rules. • Words ending in '-er' when the root word ends in (t)ch. • The /k/ sound spelled 'ch.' • The /g/ sound spelled '-gue', the /k/ sound spelled '-que.' • the /s/ sound spelled 'sc' • Homophones and near homophones • The suffix '-sion' • Use a dictionary and thesaurus to find words. <p>Handwriting and Presentation</p> <ul style="list-style-type: none"> • To continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left unjoined. • Understand which letters, when adjacent to one another, are best left unjoined. • Increase the legibility, consistency, and quality of their handwriting e.g., by ensuring that the downstrokes of letters are parallel and equidistant. • Space writing sufficiently so that the ascenders and descenders of letters do not touch.

Year 4 Writing Curriculum

Composition	Skills	Transcription
<p>Plan/explore</p> <ul style="list-style-type: none"> • Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. <p>Write/organise</p> <ul style="list-style-type: none"> • Write for a range of real purposes and audiences across the curriculum. • Draft and write in narratives, creating settings, characters, and plot with consideration for the audience and purpose. • Draft and write non-narrative material using simple organisational devices. • Organise paragraphs around a theme. <p>Improve</p> <ul style="list-style-type: none"> • Assess the effectiveness of their own and others' writing and suggest improvements. • Propose changes to grammar and vocabulary in own writing to improve consistency, including the accurate use of pronouns in sentences, expanded noun phrases and fronted adverbials. • Proof-read own writing to check for spelling and punctuation errors, including the apostrophe for possession, speech punctuation and the use of the comma for fronted adverbials. <p>Read</p> <ul style="list-style-type: none"> • Confidently read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<p>Grammar</p> <ul style="list-style-type: none"> • Use fronted adverbials eg, <i>later that day, I heard the bad news.</i> • Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>The strict maths teacher with curly hair</i>) • Make appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. • Use standard English forms for verb inflections instead of local spoken forms eg. <i>we was</i> instead of <i>we were</i>. <p>Punctuation</p> <ul style="list-style-type: none"> • Use inverted commas and other punctuation to indicate direct speech. • Use commas after fronted adverbials. • Understand the grammatical difference between plural and possessive –s. <p>Vocabulary</p> <p>determiner, pronoun, possessive pronoun, adverbial</p>	<p>Spelling</p> <ul style="list-style-type: none"> • The prefix 'in-', '-sub', 'inter' • Adding -ly to create adverbs, including when the final letter is 'l' • Word with the 'sh' sound spelled ch. • Adding the suffixes – '-ation,' - 'ous,' '-ion,' '-cian' • The 'ee' sound spelled with an 'i.' • The 'au' digraph • Adding '-ly' to create adverbs of manner. • Homophones and near homophones • The /s/ sound spelled c before 'i' and 'e'. • Prefixes – super, anti, auto, bi • Plural possessive apostrophes. • Use a dictionary and thesaurus to find words. <p>Handwriting and Presentation</p> <ul style="list-style-type: none"> • To confidently use the diagonal and horizontal strokes that are needed to join letters throughout their independent writing to increase fluency. • Understand which letters, when adjacent to one another, are best left unjoined. • Increase the legibility, consistency and quality of their handwriting e.g., by ensuring that the downstrokes of letters are parallel. • Space writing sufficiently so that the ascenders and descenders of letters do not touch.

Year 5 Writing Curriculum

Composition	Skills	Transcription
<p>Plan/explore</p> <ul style="list-style-type: none"> Identify the audience and purpose of the writing, using other similar writing as models for their own work. Select appropriate grammar and vocabulary. Note and develop initial ideas, drawing on reading where necessary. <p>Write/organise</p> <ul style="list-style-type: none"> Write for a range of real purposes and audiences across the curriculum. Draft and write narratives, describing settings, characters and atmosphere and integrate dialogue to convey character. Use further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining. Use devices to build cohesion within a paragraph e.g., then, after that, firstly. Link ideas across paragraphs using adverbials of time. Précis longer passages. <p>Improve</p> <ul style="list-style-type: none"> Evaluate and edit by assessing effectiveness of own and others writing. Ensure consistent and correct use of tense throughout piece of writing. Propose changes to vocabulary, grammar, and punctuation to enhance effects and meaning. Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing. Proofread for spelling errors linked to spelling statements for Year 5. Proof-read for spelling and punctuation errors including use of brackets, dashes, or commas to indicate parenthesis, use of commas to clarify meaning or avoid ambiguity. <p>Read</p> <ul style="list-style-type: none"> Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. 	<p>Grammar</p> <ul style="list-style-type: none"> Link ideas across paragraphs using adverbials of: <ul style="list-style-type: none"> time e.g. <i>later</i> place e.g. <i>nearby</i> number e.g. <i>secondly</i> tense choices e.g. <i>he had seen her before</i> Use relative clauses beginning <i>with who, which, where, when, whose, that.</i> Indicate degrees of possibility using adverbs eg. <i>perhaps, surely</i> or <i>modal verbs</i> eg. <i>should, will, must.</i> Use devices to build cohesion within a paragraph e.g. <i>then, after that, this, firstly.</i> Link ideas across paragraphs using adverbials of time, place, number or tense choices. <p>Punctuation</p> <ul style="list-style-type: none"> Use brackets, dashes, or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity <p>Vocabulary modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion</p>	<p>Spelling</p> <p>Words ending in '-ious.' and '-cious'</p> <p>Words ending '-cial' and '-tial.'</p> <p>Words ending in '-ant' and '-ent'</p> <p>Words ending in '-ance.' '-ance'</p> <p>Use -ent and -ence after soft c (/s/ sound), soft g (/j/ sound) and qu.</p> <p>Words ending in '-able', '-ible,' '-ably' and '-ibly.'</p> <p>Adverbs of time - Adding suffixes beginning with vowel letters to words ending in -fer.</p> <p>Words with 'silent' letters at the start and those with 'silent' letters whose presence cannot be predicted from the pronunciation of the word.</p> <p>Words spelled with 'ie' after c.</p> <p>The 'ee' sound spelled ei after c.</p> <p>Words containing the letter string 'ough' where the sound is /aw/, /o/ or 'ow'</p> <p>Adverbs of possibility.</p> <p>Homophones or near homophones</p> <p>Words using hyphens</p> <p>Common Exception Words</p> <ul style="list-style-type: none"> Use a dictionary and thesaurus to find words. <p>Handwriting and Presentation</p> <ul style="list-style-type: none"> To confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way. Use style of handwriting is appropriate for a particular task e.g., printing labels, notetaking.

Year 6 Writing Curriculum

Composition	Skills	Transcription
<p>Plan/explore</p> <ul style="list-style-type: none"> • Identify the audience and purpose of own writing. • Note and develop initial ideas, drawing on reading and research where necessary. • Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. <p>Write/organise</p> <ul style="list-style-type: none"> • Write for a range of real purposes and audiences across the curriculum. • Understand the difference between vocabulary of informal speech and vocabulary appropriate for formal speech and writing. • Draft and write narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. • Link ideas across paragraphs using a wider range of cohesive devices to structure text and to guide the reader e.g., repetition of a word or phrase, grammatical connections, and ellipsis. • Using a wide range of devices to build cohesion within and across paragraphs. • Use layout devices e.g., headings, sub-headings, columns, bullets, or tables, to structure text. • Accurately précis longer passages. <p>Improve</p> <ul style="list-style-type: none"> • Evaluate and edit by assessing effectiveness of own and others writing with reasoning. • Ensure consistent and correct use of tense throughout piece of writing. • Propose reasoned changes to vocabulary, grammar, and punctuation to enhance effects and meanings. • Ensure correct subject and verb agreement throughout writing and choose the appropriate register. • Proof-read for spelling and punctuation errors including use of semi-colons, colons, dashes, punctuation of bullet points in a list, use of hyphens. <p>Read</p> <ul style="list-style-type: none"> • Confidently perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. 	<p>Grammar</p> <ul style="list-style-type: none"> • Understand how words are related by meaning as synonyms and antonyms eg, <i>big, large, little</i>. • Understand the grammatical difference between plural and possessive –s. • Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis • Understand difference between structures typical of informal speech and structures appropriate for formal speech and writing. • Use subjunctive forms such as; <i>If I were to come in</i>, some formal writing and speech. <p>Punctuation</p> <ul style="list-style-type: none"> • Use semi-colon, colon, and dash to mark the boundary between independent clauses. • Use hyphens to avoid ambiguity eg: man eating shark versus man-eating shark, or recover versus re-cover] • Use the colon to introduce a list, semi-colons within lists and bullet points to list information. <p>Vocabulary</p> <p>subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points, subjunctive</p>	<p>Spelling</p> <ul style="list-style-type: none"> • Words with long and short vowel sound /i/ spelled y • Convert nouns or verbs into adjectives using suffix ‘-ful’ • Words which can be nouns and verbs. • Words with an /o/ sound spelled ‘ou’ or ‘ow.’ • Words with a ‘soft c’ spelled /ce/. • Adding the prefix dis, un, over, im. • Words with the /f/ sound spelled ph. • Words with origins in other countries. • Words with unstressed vowel sounds. • Words with endings ‘tial’ /shuhl/ after vowels and consonants. • Letter string ‘acc’ at the beginning of words. • Words ending in ‘-ably’ and ‘-ible’ and adding the suffix ‘-ibly’ to create an adverb. • Changing ‘-ent’ to ‘-ence.’ • Recognise -er, -or, -ar at the end of words. • Adverbs synonymous with determination. • Adjectives and vocabulary to describe settings, characters, and feelings. • Grammar and Mathematical Vocabulary • Common Exception Words • Use a dictionary and thesaurus to find words. <p>Handwriting and Presentation</p> <ul style="list-style-type: none"> • Write legibly, fluently and with increasing speed, deciding whether or not to join specific letters. • Choose the writing implement that is best suited for a task. • Use style of handwriting appropriate for a particular task e.g. printing labels, notetaking. • To recognise when to use an unjoined style (e.g. for labelling a diagram or data, writing an email address or for algebra) and capital letters (e.g. for filling in a form).