



Progression skills in English Writing

A Christian Ethos. A Nurturing Community. A Place to Thrive.



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Transcription - Spelling	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - spell words containing each of the 40+ phonemes already taught -spell common exception words -spell the days of the week -name the letters of the alphabet in order -use letter names to distinguish between alternative spellings of the same sound <p>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 -using the prefix un- -using –ing, -ed, -er, and –est where no change is needed in the spelling of root words</p> <p>-apply simple spelling rules and guideless, as listed in English Appendix 1</p> <p>-write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</p>	<p>Pupils should be taught to:</p> <p>Spell by: -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) -distinguishing between homophones and near-homophones</p> <p>-add suffixes to spell longer words e.g. –ment, -ness, -ful, -less, -ly</p> <p>-apply spelling rules and and guidelines, as listed in English Appendix 1</p> <p>-write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -use further prefixes and suffixes and understand how to add them (see Appendix 1) -spell further homophones - spell words that are often misspelt (see Appendix 1) - place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals -use the first two or three letters of a word to check its spelling in a dictionary - write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -use further prefixes and suffixes and understand how to add them (see Appendix 1) -spell further homophones - spell words that are often misspelt (see Appendix 1) - place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals -use the first two or three letters of a word to check its spelling in a dictionary - write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -use further prefixes and suffixes and understand the guidelines for adding them -spell some words with 'silent' letters - 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 learned 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 guidelines for adding them -spell some words with 'silent' letters - 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 learned 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
Handwriting	<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 correctly 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 the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined -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"> -use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined -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> <p>Write legibly, fluently and with increasing speed by: -choosing which shape of a letter of use when given choices and deciding, as part of their personal style, whether or not to join specific letters</p> <p>- choosing the writing implement that is best suited for a task</p>	<p>Pupils should be taught to:</p> <p>Write legibly, fluently and with increasing speed by: -choosing which shape of a letter of use when given choices and deciding, as part of their personal style, whether or not to join specific letters</p> <p>- choosing the writing implement that is best suited for a task</p>

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Composition	<p>Pupils should be taught to:</p> <p>Write sentences by: -saying out loud what they are going to write about -composing a sentence orally before writing it -sequencing sentences to form short narratives -re-reading what they have written to check that it makes sense</p> <p>-discuss what they have written with the teacher or other pupils -read loud their writing clearly enough to be heard by their peers and the teacher</p>	<p>Pupils should be taught to:</p> <p>Develop positive attitudes towards and stamina for writing by: -writing narratives about personal experiences and those of others (real and fictional) -writing about real events -writing poetry -writing for different purposes</p> <p>Consider what they are going to write before beginning by: -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</p> <p>Make simple additions, revisions and corrections to their writing by: -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 -proofreading to check for errors in spelling, grammar and punctuation -read aloud what they have written with appropriate intonation to make the meaning clear</p>	<p>Pupils should be taught to:</p> <p>Plan their writing by: -discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar -discussing and recording ideas</p> <p>Draft and write by: -composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) -organising paragraphs around a theme -in narratives, creating settings, characters and plot -in non-narrative material, using simple organisational devices for example, headings and subheadings</p> <p>Evaluate and edit by: -assessing the effectiveness of their own and others' writing and suggesting improvements -proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>-proofread for spelling and punctuation errors -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>Pupils should be taught to:</p> <p>Plan their writing by: -discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar -discussing and recording ideas</p> <p>Draft and write by: -composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) -organising paragraphs around a 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what they have read, listened to or seen performed</p> <p>Draft and write by: -selecting appropriate grammar and vocabulary, understanding how choices can change and enhance meaning -in narratives, describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action -precising 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</p> <p>Evaluate and edit by: -assessing the effectiveness of their own and others' writing -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</p> <p>-proofread for spelling and punctuation errors -perform their own compositions, using appropriate intonation, volume and movement so that the meaning is clear</p>	<p>Pupils should be taught to:</p> <p>Plan their writing by: -identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own -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 they have read, listened to or seen performed</p> <p>Draft and write by: -selecting appropriate grammar and vocabulary, understanding how choices can change and enhance meaning -in narratives, describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action -precising longer passages -using a wide range of devices to build cohesion within and across paragraphs -using further organisational and presentational devices to 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Vocabulary, Grammar & Punctuation	<p>Pupils should be taught to:</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> -leaving spaces between words -joining words and joining sentences using 'and' -beginning to punctuate sentences by using a capital letter and a full stop, question mark or exclamation mark -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 	<p>Pupils should be taught to:</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> -learning how to use both familiar and new punctuation correctly (see Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the singular possessive <p>Learn how to use:</p> <ul style="list-style-type: none"> -sentences with different forms: statements, questions, exclamations and commands -expanded noun phrases to describe and specify -the present and past tenses correctly and consistently, including the progressive form -subordination (using when, if, that, or because) and coordination (using or, and or but) -the grammar for Year 2 in English Appendix 2 -some features of written Standard English <p>-use and understand the grammatical terminology in English Appendix 2 in discussing their writing</p>	<p>Pupils should be taught to:</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> -extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although -using the present perfect form of verbs in contrast to the past tense -choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition -using conjunctions, adverbs and prepositions to express time and cause -using fronted adverbials -learning the Grammar for Years 3 and 4 set out in English Appendix 2 <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> -using commas after fronted adverbials -indicating possession by using the possessive apostrophe with plural nouns -using and punctuation direct speech <p>-use and understand the grammatical terminology in English Appendix 2 in discussing their writing and reading</p>	<p>Pupils should be taught to:</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> -extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although -using the present perfect form of verbs in contrast to the past tense -choosing nouns or pronouns appropriately for clarity and cohesion and to 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convey complicated information concisely -using modal verbs or adverbs to indicate degrees of possibility -using relative clauses beginning with who, which, where, when, whose or that with an implied (i.e. omitted) relative pronoun <p>Learning the grammar for Years 5 and 6 set out in English Appendix 2</p> <p>Indicate grammatical and other features by:</p> <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 -punctuating bullet points consistently <p>-use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading</p>	<p>Pupils should be taught to:</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul 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