



Our Lady of Grace Catholic Academy

Progression in Writing

<u>Writing</u>								
	EYFS	Year one	Year Two	Year Three	Year Four	Year 5	Year 6	KS3
Phonics and Spelling	<p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</p> <p>Spell words by identifying the sounds and then writing the sound with the letters</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.</p>	<p>Spell words containing each of the 40+ phonemes already taught</p> <p>Spell common exception words</p> <p>Spell the days of the week</p> <p>Name letters of the alphabet in order</p> <p>Use letter names to distinguish between alternative spellings of the same sound</p> <p>Add suffixes -s/-es as plural marker for nouns and 3rd person singular for verbs</p> <p>Use the prefix un-</p> <p>Using -ing, -ed, -er and -est where no change is needed in the spelling of the root word</p> <p>Write from memory simple sentences dictated by the teachers</p>	<p>Segment spoken words in to phonemes and represent these by graphemes, spelling many correctly</p> <p>Learn new ways of spelling phonemes for which one or more spellings are already known, including a few homophones</p> <p>Learn to spell common exception words</p> <p>Learn to spell more words with contracted forms</p> <p>Learn the possessive apostrophe (singular)</p> <p>Distinguish between</p>	<p>Use further prefixes and suffixes and understand how to add them</p> <p>Spell further homophones</p> <p>Spell words that are often misspelt see N/C</p> <p>Use the first 2 or 3 letters of a word to check its spelling in a dictionary</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</p>	<p>Use further prefixes and suffixes and understand how to add them</p> <p>Spell further homophones</p> <p>Spell words that are often misspelt see N/C</p> <p>Place the possessive apostrophe accurately in words with regular plurals (for example, girls', boys') and in words with irregular plurals (for example, children's)</p> <p>Use the first 2 or 3 letters of a word to check its spelling in a dictionary</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</p>	<p>Use further prefixes and suffixes and understand the guidance for adding them</p> <p>Spell some words with 'silent' letters [for example, knight, psalm, solemn]</p> <p>Continue to distinguish between homophones and other words which are often confused</p> <p>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</p> <p>Use dictionaries to check the spelling and meaning of words</p> <p>Use the first three or four letters of a word to check spelling, meaning</p>	<p>Use further prefixes and suffixes and understand the guidance for adding them</p> <p>Spell some words with 'silent' letters [for example, knight, psalm, solemn]</p> <p>Continue to distinguish between homophones and other words which are often confused</p> <p>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</p> <p>Use dictionaries to check the spelling and meaning of words</p> <p>Use the first three or four letters of a word</p>	<p>Pay attention to accurate grammar, punctuation and spelling; applying the spelling patterns and rules set out in KS1 and 2 N/C</p>



			<p>homophones and near-homophones</p> <p>Ass suffixes to spell longer words including -ment, -ness, -ful, -less and -ly</p> <p>Apply spelling rules and guidance</p> <p>Write from memory simple sentences dictated by the teachers</p>			<p>or both of these in a dictionary</p> <p>Use a thesaurus.</p>	<p>to check spelling, meaning or both of these in a dictionary</p> <p>Use a thesaurus.</p>	
Handwriting	<p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Show a preference for a dominant hand</p> <p>Develop small motor skills so that they can use a range of tools competently,</p>	<p>Sit correctly at a table</p> <p>Hold a pencil comfortably and correctly</p> <p>Begin to form lower case letters in the correct direction, starting and finishing in the right place</p> <p>Form capital letters</p> <p>Form digits 0-9</p> <p>Understand which letters belong to handwriting families</p>	<p>Form lower-case letters of the correct size relative to one another</p> <p>Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters are best left unjoined</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another</p>	<p>Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>Increase the legibility, consistency and quality of their handwriting</p> <p>Ensure downstrokes of letters are parallel and equidistant and lines of writing are spaced sufficiently so that the ascenders and</p>	<p>Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>Increase the legibility, consistency and quality of their handwriting</p> <p>Ensure downstrokes of letters are parallel and equidistant and lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch</p>	<p>Write legibly, fluently and with increasing speed by:</p> <p>*choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>*choosing the writing implement that is best suited for a task.</p>	<p>Write legibly, fluently and with increasing speed by:</p> <p>*choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>*choosing the writing implement that is best suited for a task.</p>	



	<p>safely and confidently.</p> <p>Use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Write some letters accurately</p> <p>Form lower case and capital letters correctly</p>		<p>and to lower case letters</p> <p>Use spacing between words that reflects the size of the letters</p>	<p>descenders of letters do not touch</p>				
Composition & Text Structure	<p>Engage in extended conversations about stories</p> <p>Use some print and letter knowledge in early writing</p> <p>Write some or all of their name</p> <p>Write some letters accurately</p> <p>Form lower case and capital letters correctly</p> <p>Spell words by identifying sounds</p>	<p>Write sentences by saying out loud what they are going to write about</p> <p>Compose a sentence orally before writing it</p> <p>Sequence sentences to form short narratives (real and fictional)</p> <p>Re-read what they have written to check that it makes sense</p> <p>Discuss what they have written with the teacher or other pupils</p>	<p>Write coherent narratives about personal experiences and those of others (real and fictional)</p> <p>Write about real events</p> <p>Write poetry</p> <p>Write for different purposes</p> <p>Plan or say out loud what they</p>	<p>Use conjunctions, adverbs and prepositions to express time, place and cause</p> <p>Extend the range of sentences with more than one clause by using a wider range of conjunctions</p> <p>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure,</p>	<p>Develop Expanded Noun phrases by using modifying adjectives, nouns and preposition phrases</p> <p>Use fronted adverbials</p> <p>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>Discuss and record ideas for writing</p> <p>Begin to use paragraphs to group related material</p>	<p>Write relative clauses beginning with: who, which, where, when, whose, that that or with an implied (i.e. omitted) relative pronoun</p> <p>Use adverbs and modal verbs to indicate degrees of possibility</p> <p>Identify the audience for and purpose of writing, selecting the appropriate form and using similar writing as models for own</p>	<p>Use the passive voice</p> <p>Understand the difference between vocabulary and structures typical of informal speech and writing (Eg: question tags) and formal speech and writing (Eg: subjunctive form)</p> <p>Use the perfect form of verbs to mark relationships of time and cause</p> <p>Use expanded noun phrases to convey</p>	<p>Write accurately, fluently, effectively and at length for pleasure and information</p> <p>Write for a wide range of purposes and audiences, including:</p> <ul style="list-style-type: none"> *well-structured formal expository and narrative writing * stories, scripts and other imaginative writing

	<p>then writing the sound with the letter</p> <p>Write short sentences using words with known letter-sound correspondences and a CL and full stop</p> <p>Write simple sentences and phrases which can be read by others</p> <p>Re-read what they have written to check it makes sense</p>	<p>Read their writing aloud, clearly enough to be heard by their peers and the teacher</p> <p>Combine words to make sentences.</p> <p>Join words and join clauses using 'and'</p>	<p>are going to write about</p> <p>Write down ideas and/or key words, including new vocabulary</p> <p>Encapsulate what they want to say, sentence by sentence</p> <p>Make simple additions, revisions and corrections to their own writing</p> <p>Evaluate writing with the teacher and other pupils</p> <p>Re-read to check that writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</p> <p>Proof read to check for errors in spelling, grammar and punctuation</p>	<p>vocabulary and grammar</p> <p>Discuss and record ideas for writing</p> <p>Begin to use paragraphs to group related material</p> <p>Use headings and subheadings to aid presentation</p> <p>Use the present perfect form of verbs instead of the simple past</p> <p>Draft and edit by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p> <p>In narratives, create settings, characters and plot</p> <p>In non-narrative material, using simple organisational devices such as headings and sub-headings</p> <p>Evaluate and edit by assessing the effectiveness of own and others' writing and suggesting improvements</p> <p>Propose changes to grammar and vocabulary to improve consistency</p>	<p>Use headings and subheadings to aid presentation</p> <p>Use the present perfect form of verbs instead of the simple past</p> <p>Draft and edit by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p> <p>In narratives, create settings, characters and plot</p> <p>In non-narrative material, using simple organisational devices such as headings and sub-headings</p> <p>Evaluate and edit by assessing the effectiveness of own and others' writing and suggesting improvements</p> <p>Propose changes to grammar and vocabulary to improve consistency</p>	<p>Note and develop initial ideas, drawing on reading and research where necessary</p> <p>In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed and use this as a model for own writing.</p> <p>Use devices to structure non-narrative writing and support the reader</p> <p>Build cohesion within a paragraph</p> <p>Link ideas across paragraphs using adverbials of time, place and number</p> <p>Link ideas across paragraphs using tense choice</p> <p>Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>Evaluate and edit by assessing the</p>	<p>complicated information concisely</p> <p>Write effectively for a range of purposes and audiences selecting language that shows good awareness of the reader</p> <p>Note and develop initial ideas, drawing on reading and research where necessary</p> <p>Link ideas across paragraphs by repeating a word or phrase, using adverbials and ellipsis</p> <p>Use headings, sub-headings, columns, bullets, or tables to structure text</p> <p>Précis longer passages</p> <p>Use a wide range of devices to build cohesion within and across paragraphs</p> <p>Use further organisational and presentational devices to structure text and to guide the reader</p>	<p>* notes for talks and presentations</p> <p>* a range of other narrative and non-narrative texts, including arguments, and personal and formal letters</p> <p>Summarise and organise material, and supporting ideas and arguments with any necessary factual detail</p> <p>Apply their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form</p> <p>Draw on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing</p>
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			<p>Read aloud what they have written with appropriate intonation to make the meaning clear</p> <p>Use sentences with different forms: statement, question, exclamation, command</p> <p>Understand how grammatical patterns in a sentence indicate its function</p> <p>Use expanded noun phrases to describe and specify</p> <p>Use the present and past tenses correctly and consistently, including the progressive form</p> <p>Use conjunctions for subordination (using when, if, that, or because) and conjunctions for co-ordination</p>	<p>Evaluate and edit by assessing the effectiveness of own and others' writing and suggesting improvements</p> <p>Propose changes to grammar and vocabulary to improve consistency</p> <p>Proof read for spelling and punctuation errors</p> <p>Read own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>	<p>Proof read for spelling and punctuation errors</p> <p>Read own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>	<p>effectiveness of own and others' writing</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Proof-read for spelling and punctuation errors</p> <p>Perform own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>	<p>In narratives, describe settings, characters and atmosphere</p> <p>Integrate dialogue to convey character and advance the action</p> <p>Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>Evaluate and edit by assessing the effectiveness of own and others' writing</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Ensure the consistent and correct use of tense throughout a piece of writing</p> <p>Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing</p>	<p>Plan, draft, edit and proof-read through: considering how their writing reflects the audiences and purposes for which it was intended</p> <p>Amend the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness</p>
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			(using or, and, or but) Use some features of written Standard English				and choosing the appropriate register Proof-read for spelling and punctuation errors Perform own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	
Word	Understand 'why' questions Develop communication skills however misconceptions may still be present with irregular tenses and plurals e.g. runned, swimmied Use longer sentences of up to four to six words Learn new vocabulary and use it throughout the day Articulate ideas in well-formed sentences	Make noun plural with suffixes 's' or 'es' Add suffixes to verbs Use the prefix 'un' to change the meaning of verbs and adjectives	Form nouns using suffixes such as 'ness' and 'er' Make nouns which are compound words Make adjectives using suffixes such as 'ful' 'less' Use the suffixes 'er' and 'est' in adjectives Convert adjectives into adverbs using 'ly'	Form nouns using a range of prefixes Use a or an accurately Word families - related in form and meaning	Understand difference with 's' for plurals (books) and possessives (its, theirs) Use Standard English instead of local spoken forms (we were, I did)	Convert nouns or adjectives into verbs using suffixes (-ate; -ise; -ify) Verb prefixes (dis-, de-, mis-, over- and re-)	Understand the difference between vocabulary typical of informal speech and formal speech and writing Use synonyms and antonyms	Extend and apply the grammatical knowledge set out in NC for KS1/2 to analyse challenging texts Study the effectiveness and impact of the grammatical features of the texts they read Draw on new vocab and grammatical constructions from their reading and listening, and use these consciously in their writing and speech to achieve particular effects
Grammatical Terminology	Connect one idea or action to another using a range of connectives	letter capital letter word singular, plural sentence punctuation full stop	noun noun phrase statement question exclamation command compound	preposition, conjunction word family prefix clause subordinate clause direct speech	determiner pronoun, possessive pronoun adverbial	modal verb relative pronoun relative clause parenthesis bracket dash cohesion	subject object active passive synonym antonym ellipsis	



	<p>Offer explanations as to why things might happen</p> <p>Express ideas using full sentences including past, present and future tense and making use of conjunctions using modelling and support from the teacher</p> <p>Engage in story times</p> <p>Re-tell the story once they have developed a deep familiarity with the text either as exact repetition or in own words</p> <p>Learn rhymes, poems and songs</p>	<p>question mark, exclamation mark</p>	<p>suffix adjective adverb verb tense (past present) apostrophe comma</p>	<p>consonant, consonant letter vowel vowel letter inverted commas</p>		<p>ambiguity</p>	<p>hyphen colon semi-colon bullet</p>	<p>Know and understand the differences between spoken and written language, including differences associated with formal and informal registers and between Standard English and other varieties</p> <p>Use Standard English confidently in writing and speech</p> <p>Discuss reading, writing and spoken language with precise and confident use of linguistic and literary terminology.</p>
Punctuation		<p>Leave spaces between words</p> <p>Begin to use capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Use capital letters for names and for the personal pronoun 'I'</p>	<p>Use capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Use commas to separate items in a list</p> <p>Use apostrophes for contraction</p> <p>Use apostrophes for possession (singular)</p>	<p>Use inverted commas to punctuate direct speech</p>	<p>Use inverted commas and other punctuation for direct speech</p> <p>Apostrophes to show plural possession</p> <p>Use commas after fronted adverbials</p>	<p>Use brackets, dashes or commas to indicate parenthesis</p> <p>Use commas to clarify meaning or avoid ambiguity</p>	<p>Use the semi-colon, colon and dash to separate independent clauses</p> <p>Use the colon to introduce a list and semi-colons within lists</p> <p>Use bullet points and accurate punctuation to list information</p> <p>Use hyphens to avoid ambiguity</p>	