

Progression of Writing

	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum programme of study from the English Aims for writing.	<p>The programmes of study for writing at key stages 1 and 2 are divided into:</p> <p>transcription (spelling and handwriting) composition (articulating ideas and structuring them in speech and writing)</p> <p>It is essential that teaching develops pupils' competence in these 2 dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition.</p> <p>Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.</p>						
Phonic & Whole word spelling children should	<p>Children will listen to and hear the sounds in CVC, CVCC and CCVC words.</p> <p>They will recall & identify the taught GPCs (the letters that represent the sounds) (including some digraphs) on a grapheme mat and use this when writing.</p> <p>They will spell some taught common exception/ high frequency and familiar words.</p>	<p>Children will spell words containing each of the 40+ phonemes taught spell common exception words, spell the days of the week and name the letters of the alphabet in order.</p> <p>They will use letter names to distinguish between alternative spellings of the same sound spell words with simple phoneme/grapheme correspondence accurately e.g. cat, dog, red</p> <p>They will make phonetically plausible attempts at writing longer words using dominant phonemes and common grapheme</p>	<p>Children can segment spoken words into phonemes and represent these by graphemes, spelling many correctly learn new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones learn to spell common exception words distinguish between homophones and near-homophones</p>	<p>They will spell further homophones spell words that are often misspelt (Appendix 1)</p>	<p>Children will spell further homophones spell words that are often misspelt (Appendix 1)</p>	<p>Children will spell some words with 'silent' letters. They will distinguish between homophones and other words which are often confused. They will use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1.</p>	<p>Children will spell some words with 'silent' letters. They will continue to distinguish between homophones and other words which are often confused. They will use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1</p>

		representations.					
Prefixes, suffixes and dictionary skills		<p>Children will build words using their Phonics and use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs. They will use the prefix un- use -ing, -ed, -er and -est where no change is needed in the spelling of root words. They will apply simple spelling rules and guidance from Appendix 1.</p>	<p>They will learn the possessive apostrophe (singular) and learn to spell more words with contracted forms. The children will add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly and show awareness of silent letters in spelling e.g. knight, write. They will use -le ending as the most common spelling for this sound at the end of words as well as applying spelling rules and guidelines from Appendix 1.</p>	<p>The children will use further prefixes and suffixes and understand how to add them. They will be able to place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals. They will use the first 2 or 3 letters of a word to check its spelling in a dictionary.</p>	<p>The children will use further prefixes and suffixes and understand how to add them, place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals and use the first 2 or 3 letters of a word to check its spelling in a dictionary.</p>	<p>The children will use further prefixes and suffixes and understand the guidance for adding them. They will use dictionaries to check the spelling and meaning of words and be able to use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary.</p>	<p>The children will use further prefixes and suffixes and understand the guidance for adding them. They will use dictionaries to check the spelling and meaning of words by using the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary.</p>
Dictation		<p>Children will be able to write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p>	<p>Children can 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>Children can write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p>Children can write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p>Children can write from memory sentences, dictated by the teacher, that include words and punctuation so far for age expected</p>	<p>Children can write from memory sentences, dictated by the teacher, that include words and punctuation so far for age expected.</p>

<p>Analyse and context of genres</p>	<p>Children will have initiated writing in role play and small group for a purpose. They will analyse both fiction and non-fiction texts pulling out simple features and vocabulary.</p>	<p>The children will analyse non-fiction and fiction genres pulling out appropriate age related features, vocabulary and punctuation.</p>	<p>The children will analyse non-fiction and fiction genres pulling out appropriate age related features, vocabulary and punctuation. Their writing can imitate and be innovated by the children's own ideas using a strong model for the children to understand and refer to.*</p>	<p>They will analyse non-fiction and fiction genres pulling out appropriate age related features, vocabulary and punctuation. Their writing can imitate and be innovated by the children's own ideas using a strong model for the children to understand and refer to. Children will discuss writing similar to that they are planning to write in order to understand and learn from it structure, vocabulary, grammar and purpose.</p>	<p>They will analyse non-fiction and fiction genres pulling out appropriate age related features, vocabulary and punctuation. Their writing can imitate and be innovated by the children's own ideas using a strong model for the children to understand and refer to. Children will discuss writing similar to that they are planning to write in order to understand and learn from it structure, vocabulary, grammar and purpose.</p>	<p>Children will have a strong understanding of the purpose of a range of genres and adapt their writing appropriately using similar writing models. In writing narratives the children will have developed characters and setting based on ideas taken from real-life events or what the children have experienced through other media. They will use punctuation, grammar and vocabulary at an age appropriate level.</p>	<p>Children will have a strong understanding of the purpose of a range of genres and adapt their writing appropriately using similar writing models. In writing narratives the children will have developed characters and setting based on ideas taken from real-life events or what the children have experienced through other media. They will use punctuation, grammar and vocabulary at an age appropriate level.*</p>
<p>Planning and drafting</p>	<p>The children think of, say and write a simple sentence, sometimes using a capital letter and full stop. They will talk about and respond to stories (rhymes and songs) with actions, recalling key events and innovating (alternate aspect). e.g character, settings, object. They will talk about elements of a topic using newly introduced vocabulary and extending sentences using a range of</p>	<p>The children will create story maps and plans depending on the genre in order to prompt ideas as a reminder for writing. They will orally speak through sentences using plans as guide with action punctuation. When appropriate drama is used to embed the plan.</p>	<p>The children will create story maps and plans depending on the genre in order to prompt ideas as a reminder for writing, including specific punctuation and vocabulary taught. They will orally speak through sentences using plans as guide with action punctuation. When appropriate drama is used to embed the plan.</p>	<p>The children will discuss and record ideas as a class. They will plan using story map, story mountain or planning skeleton. Peers will orally talk through and discuss their plans. The children should be able to write notes that will aid their composition. When appropriate, children draft paragraphs with peers.</p>	<p>Children will discuss and record ideas as a class. They will plan using story map, story mountain or planning skeleton. The children will independently add features have found during the text analysis. Peers orally talk through and discuss their plan editing their plans with suggestions. Children to write notes and expand notes into full sentences independently.</p>	<p>The children will discuss and record ideas as a class. They will plan using story map, story mountain or planning skeleton. Children will independently add features they have found during the text analysis. Peers orally talk through and discuss their plan editing their plans with suggestions. Using drafting the children select appropriate grammar and vocabulary, understanding that these choices can change and be</p>	<p>The children will discuss and record ideas as a class. Children will plan using personal preferences and skeleton frames. Children independently add features have found during the text analysis. Peers orally talk through and discuss their plan editing their plans with suggestions. Using drafting the children select appropriate grammar and vocabulary, understanding that these choices can change and be enhanced at any point through suggestions from their peers. Children can precise information and use this information to write their own composition.</p>

conjunctions to offer extra explanation and detail with correct tenses.

enhanced at any point through suggestions from their peers. Children can precise information and use this information to write their own composition.

Composition

<p>Sentence structure and grammar</p>	<p>Children will be encouraged to orally speak in full sentences and corrected when necessary.</p>	<p>Children will learn how words combine to make a sentence. Conjunctions are introduced to join ideas together. Word classes are introduced (nouns, verbs, adjectives).</p>	<p>Children are taught expanded noun phrases. They are taught simple and compound sentences using connecting and subordinating conjunctions. Children can understand the differences between a statement, question, exclamation or a command. Word classes taught are - noun, verb, adjective, and pronoun.</p>	<p>Children to use simple, compound and complex sentences and understand the main and subordination clause in a sentence. They can extend sentences using a range of conjunctions but connecting and subordinating. They can use adverbs to modify the verbs and as front adverbials. Word classes taught are- noun, verb, adjective, adverb, conjunction, preposition and pronoun. Children taught to use a correct 'a' or 'an'.</p>	<p>Children to use simple, compound and complex sentences and understand the main and subordinating clause in a sentence. They can extend sentences using a range of conjunctions both connecting and subordinating. They can use adverbs to modify the verbs and as fronted adverbials. Children to understand the difference between a clause and a phrase. Noun phrases expanded with the addition of modifying adjectives, nouns and prepositional phases. Word classes taught are- noun, verb, adjective, adverb, conjunction, preposition, determiners and pronoun.</p>	<p>Children to use simple, compound and complex sentences and understand the main and subordinating clause in a sentence. They can extend sentences using a range of conjunctions both connecting and subordinating. They can use adverbs to modify the verbs and as fronted adverbials. Children to understand the difference between a clause and a phrase. Noun phrases expanded with the addition of modifying adjectives, nouns and prepositional phases. Word classes taught are- noun, verb, adjective, adverb, conjunction, preposition, determiners and pronoun. Children to use relative clauses beginning with who, which, where, why, whose, that. Children will be taught to use degrees of possibility using adverbs or model verbs.</p>	<p>Children to use simple, compound and complex sentences and understand the main and subordinating clause in a sentence. They can extend sentences using a range of conjunctions both connecting and subordinating. They can use adverbs to modify the verbs and as fronted adverbials. Children to understand the difference between a clause and a phrase. Noun phrases expanded with the addition of modifying adjectives, nouns and prepositional phases. Word classes taught are- noun, verb, adjective, adverb, conjunction, preposition, determiners and pronoun. Children to use relative clauses beginning with who, which, where, why, whose, that. Children will be taught to use degrees of possibility using adverbs or model verbs. The children will be able to write using an active or passive voice depending upon the need of the genre. The children will also be able to have a greater control over their use of language and be able to understand the differences between formal and informal tone. As well as this, the children will be taught the use of the subjunctive form.</p>
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Text structure	Children will move on from mark making to begin forming simple sentences.	Children will be able to sequence sentences to form a short piece of writing.	Children will be able to sequence sentences to form a short piece of writing using the correct tense consistently throughout.	Children will be able to sequence sentences to form a piece of writing using the correct layout for the genre. Children will be taught to use the present perfect form of verbs instead of just the simple past. Children taught to paragraph as a way of structuring writing. Children are able to use an appropriate choice of pronoun within sentences.	Children able to organise their writing into paragraphs around a theme to understand that a new paragraph is needed when there is a change in setting or time. Children to use an appropriate choice of pronoun and noun with and across sentences to aid cohesion and avoid repetition. To be able to keep the writing in the past or present tense consistently throughout.	Children to understand the appropriate structure for what they are writing and use a variety of devices to build cohesion within a paragraph and between paragraphs. Children are able to link ideas between paragraphs in order to have an overall cohesive piece of writing. Children to be able to write consistently in the appropriate tense throughout.	The children will be able to write for a range of genres because they are confident and understand the structure. The children will be taught to link ideas across a paragraph using a wide range of cohesive devices including repetition of phrases, synonyms, adverbs and an ellipse.
Grammatical terminology children should know	Phoneme Diagraph Grapheme Capital letter Word Letter Full stop Sentence	Split diagraph Triagraph Punctuation Singular Plural Question mark Conjunction Noun Adjective Verb	Exclamation Command Question Question mark Exclamation mark Subordinating Conjunction Coordinating conjunction Apostrophe Possession Contraction Tense Comma Suffix Statement Noun phrase	Adverb Pronoun Determiner Prefix Prepositions preposition Conjunctions Word family Prefix Clause Subordinate clause Direct speech Consonant Consonant letter vowel Vowel letter Direct speech Inverted commas (or 'speech marks') Tense	Determiner Pronoun Possessive Pronoun Adverbial phrase Clause Subordinating clause Main clause Synonym Antonym	Modal verb Relative pronoun Relative clause Parenthesis Bracket Dash Cohesion Ambiguity Reported speech	Subject Object Active Passive Subjunctive form

Punctuation	The children will be introduced to finger spaces, capital letters and full stops.	The children will have opportunities to apply their knowledge of capital letters, finger spaces and full stops. They will be introduced to question marks. Children will begin to learn how to use apostrophes for contracted words.	The children will have opportunities to apply their knowledge of capital letters, finger spaces, full stops and question marks. Children will be taught how and when to use an exclamation mark as well as using commas in a list. They will be taught to use apostrophes for contractions and singular possession. Children will begin to understand how to punctuate direct speech.	Children are taught to use commas after front adverbials. Children to indicate possession with singular and plural nouns. Children to use and punctuate speech, understanding that punctuation occurs within and surrounding the inverted commas.	The children will build on previous punctuation knowledge. The children should also now be taught; to understand brackets can be used to contain extra information within a sentence. Children will be able to use a comma after a front adverbial. They will be able to use apostrophes for plural possession. Children will be taught to use a colon before a list.	Building on previous punctuation knowledge children should also now be taught; Children to now be able to choose to use brackets, dashes or commas to indicate parenthesis. Children to be able to use commas to clarify meaning or avoid confusion and to use a semi-colon between two independent clauses.	Building on previous punctuation knowledge children should also now be taught; By year 6 the children should be able to use a semi-colon in a list and to mark the boundary between independent clauses. Use a colon to introduce a list and the use of semi-colons in a list. Use hyphen to avoid ambiguity. Some children will be able to use a colon effectively between independent clauses. The children will be taught to use a dash for effect.
Editing, improving and publishing	The children will be encouraged to check written work by reading and make changes where necessary.	Children will re-read what they have written to check that it makes sense. They will discuss what they have written with the teacher or other pupils.	Children will evaluate their writing with the teacher and other pupils against their steps to success. Children to re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form proofread to check for errors in spelling, grammar and punctuation	Children will assess and reflect on the effectiveness of their own and others' writing and suggest improvements or propose changes to grammar and vocabulary to improve consistency. Children will include the accurate use of pronouns in sentences proofread for spelling and punctuation errors	Children will assess and reflect on the effectiveness of their own and others' writing and suggest improvements, propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proofread for spelling and punctuation errors.	Children will assess the effectiveness of their own and others' writing. They will propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning to ensure 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 proofread for spelling and punctuation errors.	Children will assess the effectiveness of their own and others' writing; propose changes to vocabulary, grammar 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 proofread for spelling and punctuation errors.

Performing their own compositions	The children will think of, say and write a simple sentence, sometimes using a capital letter and full stop.	The children will read their writing aloud clearly enough to be heard by their peers and the teacher.	The children will read aloud what they have written with appropriate intonation to make the meaning clear.	The children will read their 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.	The children will read their 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.	The children will perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	The children will perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
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- See appendix 2 for teacher assessment framework end of Key Stage One and end of Key Stage Two Nation Curriculum assessments.