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| **Progression of skills, knowledge & vocabulary: WRITING** |
| **INTENT** | In **writing**, we aim to place a high priority on **improving children's standards of written communication** and to support **speaking and listening with confidence as significant factors in developing effective writing. We aim** for writing tasks to be prepared through **preliminary talk** and **teacher modelled writing** for their pupils when appropriate. We give children the opportunity to **collaborate** both to **compose** and to **revise** their writing and to improve their skills through **reflection**. We involve children closely in **assessing their own development as writers** through increasingly **sophisticated grammatical and linguistic choices**. We teach the skills of **transcription (i.e. handwriting)** and **grammatical and phonological awareness** and, where possible and appropriate, **make links with new technologies** as an inspiring stimulus for writing and to enable children to author their own multimedia texts.  |
| **GRAMMAR AND PUNCTUATION** |
| **End of Reception: ELG** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| 1. Write simple sentences which can be read by themselves
 | 1. Leave spaces between words
2. Use punctuation for sentences using capital letter, full stop, question mark and exclamation mark
3. Use "and" to join words and clauses
4. Use capital letter for names of people, places, days of the week and pronoun I
 | 1. Use commas in lists
2. Use apostrophes for the contracted form
3. Use apostrophes for singular possession
4. Use sentences with different forms: statements, commands, questions and exclamations
5. Use expanded noun phrases
6. Use present/past tense including progressive
7. Use subordination (when, if, that, because)
8. Use co-ordination (or, and, but)
9. Use some features of Standard English
 | 1. Use wider range of subordinating conjunctions (before, after, while, when, if, because, although)
2. Use present perfect verb tense (I have seen)
3. Express time, place and cause using conjunctions (when, before, after, while, because)
4. Express time, place and cause using adverbs (then, next, soon, therefore)
5. Express time, place and cause using prepositions (before, after, during, in, because of)
6. Punctuate direct speech with inverted commas
7. Use the forms a or an according to whether the next word begins with a consonant or a vowel
 | 1. Choose nouns/pronouns accurately for clarity and cohesion
2. Use fronted adverbials (adverbs, phrases and subordinate clauses)
3. Use commas after fronted adverbials
4. Use apostrophe for plural possession
5. Punctuate direct speech with inverted commas
6. Know the difference between Standard/non-Standard English
 | 1. Use relative clauses with relative pronouns who, which, where, whose, that, when
2. Indicate possibility using adverbs (maybe, possibly, perhaps, definitely) and modal verbs (shall, may, might, must, could etc)
3. Build cohesion within a paragraph
4. Link ideas across paragraphs using adverbials of time, place and number or by varying tense
5. Indicate parenthesis using brackets, dashes and commas
6. Use commas to clarify meaning/avoid ambiguity
7. Use expanded noun phrases for accuracy
 | 1. Use active/passive voice for effect
2. Use perfect form to indicate time/cause
3. Use hyphens to avoid ambiguity
4. Use colons to introduce a list and mark boundaries between clauses
5. Use semi-colons in a longer list and to mark boundaries between clauses
6. Punctuate bullet points consistently
7. Use wider range of cohesive devices (repetition of word/phrase, adverbials and ellipsis)
8. Identify formal/informal structures eg question tags, subjunctive form
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| **Progression of skills, knowledge & vocabulary: WRITING** |
| **LANGUAGE AND VOCABULARY** |
| **End of Reception****ELG** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| 1. Listen attentively to a range of stories
2. Listen to stories, anticipating key events
3. Respond to what they hear with relevant questions, comments and actions
 | 1. Use vocabulary from stories (eg fairy tales) to increase vocabulary in their own writing
2. Understand how language can be used in narrative and non-fiction (eg to build surprise/present facts)
3. Change meaning of adjectives/verbs using prefix un
 | 1. Recognise and use simple recurring literary language in stories and poems
2. Discuss and clarify meanings of new words, making links to known vocabulary
3. Use drama and role-play to identify with and explore characters
4. Use suffixes -ful, -less, -ness, -ly, -er and -est to form and modify nouns, adjectives and adverbs
 | 1. Use similar writing to identify and understand vocabulary and language ("magpie" words and phrases to use in own writing)
2. Create characters, setting and plot
3. Use varied and rich vocabulary including: adjectives, expanded noun phrases, adverbs, preposition phrases, collective nouns, similes and alliteration
4. Vary sentences openers for effect eg adverbs, preposition phrases and subordinate clauses
5. Discuss words and features of texts that capture the reader's interest
 | 1. Broaden range of figurative language to include metaphors, personification and repetition
2. Begin to interweave character, setting, plot and dialogue
 | 1. Use knowledge of language from stories, plays and poetry to enhance the effectiveness of their writing
2. Select appropriate language and vocabulary to reflect their understanding of audience and purpose
3. Become familiar with the language of writing eg figurative language, imagery, style and effect
4. Develop characters, settings and atmosphere using language and vocabulary from reading/books
5. Integrate dialogue to advance action and convey character
6. Evaluate how authors use language and consider effect on the reader
7. Use dictionaries (and thesauruses) to check meaning of new words/language
 | 1. Use knowledge of language from stories, plays and poetry to enhance the effectiveness of their writing
2. Select appropriate language and vocabulary to reflect their understanding of audience and purpose
3. Become familiar with the language of writing eg figurative language, imagery, style and effect
4. Develop characters, settings and atmosphere using language and vocabulary from reading/books
5. Integrate dialogue to advance action and convey character
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| **Progression of skills, knowledge & vocabulary: WRITING** |
| **PLAN, DRAFT, EDIT AND EVALUATE** |
| **End of Reception****ELG** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| 1. Write simple sentences which can be read by themselves
 | 1. Say out loud what they are going to write about
2. Compose sentences orally before writing
3. Re-read what they have written to check it makes sense
4. Discuss what they have written with teacher/pupils
 | 1. Plan/say aloud what they are going to write, sentence by sentence
2. Write down key ideas/words/vocabulary
3. Evaluate own writing with teacher/other pupils
4. Re-read for sense and verb tense consistency
5. Proof-read for errors in spelling, grammar and punctuation
 | 1. Draw on examples of writing (structure, vocabulary and grammar) when planning their own work
2. Discuss and record ideas
3. Compose and practise sentences orally using an increasingly wide range of vocabulary and sentence structure
4. Assess own and others' writing, suggesting improvements
5. Suggest changes to grammar and vocabulary
6. Proof-read work for spelling and punctuation errors
 | 1. Draw on examples of writing (structure, vocabulary and grammar) when planning their own work
2. Discuss and record ideas
3. Compose and practise sentences orally using an increasingly wide range of vocabulary and sentence structure
4. Assess own and others' writing, suggesting improvements
5. Suggest changes to grammar and vocabulary
6. Proof-read work for spelling and punctuation errors
 | 1. Use dictionaries to check the spelling and meaning of words
2. Identify audience and purpose when writing
3. Note and develop initial ideas drawing on reading
4. Select appropriate grammar and punctuation and understand how these can change/enhance meaning
5. Assess effectiveness of own and others' writing
6. Propose changes to grammar, punctuation and vocabulary to enhance meaning/ effectiveness
7. Choose the appropriate register (formal/informal)
 | 1. Use dictionaries to check the spelling and meaning of words
2. Identify audience and purpose when writing
3. Note and develop initial ideas drawing on reading
4. Select appropriate grammar and punctuation and understand how these can change/enhance meaning
5. Assess effectiveness of own and others' writing
6. Propose changes to grammar, punctuation and vocabulary to enhance meaning/effectiveness
7. Choose the appropriate register (formal/informal)
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| **Progression of skills, knowledge & vocabulary: WRITING** |
| **TEXT STRUCTURE AND FEATURES** |
| **End of Reception****ELG** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
|  | 1. Become familiar with and retell key stories, fairy stories and traditional tales
2. Recognise and join in predictable phrases and use these in their writing
3. Sequence sentences to form short narratives
 | 1. Draw on a wide range of stories, poems, plays and information books and understand their features
2. Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales
3. Recognise simple, recurring language and discuss favourite words and phrases
4. Understand the structure of non-fiction books
5. Write for different purposes including narratives (real and fictional), real events and poetry
6. Structure and sequence ideas orally and (where appropriate) through drama and role-play
 | 1. Build on KS1 wide range of stories, poetry, plays, myths, legends, non-fiction and reference books
2. Retell stories orally
3. Recognise themes eg good over evil, use of magical devices
4. Be exposed to books that are structured in different ways
5. Identify how language, structure, vocabulary, grammar and presentation contribute to meaning
6. Organise paragraphs around a theme
7. Build cohesion within a paragraph
8. Write for a range of purposes
9. Link ideas across paragraphs using adverbials of time, place and number or by varying tense
10. Locate information using contents, index and glossaries
11. Use simple organisational devices eg headings, sub-headings
 | 1. Build on KS1 wide range of stories, poetry, plays, myths, legends, non-fiction and reference books
2. Retell stories orally
3. Recognise themes eg good over evil, use of magical devices
4. Be exposed to books that are structured in different ways
5. Identify how language, structure, vocabulary, grammar and presentation contribute to meaning
6. Organise paragraphs around a theme
7. Build cohesion within a paragraph
8. Link ideas across paragraphs using adverbials of time, place and number or by varying tense
9. Locate information using contents, index and glossaries
10. Use simple organisational devices eg headings, sub-headings
 | 1. Summarise and present familiar stories in their own words
2. Summarise main ideas from more than one paragraph using evidence
3. Use knowledge of language and structure gained from stories, plays, poetry and non-fiction in their writing
4. Reflect understanding of audience and purpose through choice of grammar, vocabulary and structure
5. In fiction, consider how authors develop character and setting
6. Be exposed to wide range of books including myths, legends, fairy stories, modern fiction, fiction from literary heritage and books from other cultures
7. Evaluate how authors use language and consider effect on the reader
8. Use a wide range of devices to build cohesion within and across paragraphs
9. Use further organisational and presentational devices to structure text
 | 1. Summarise and present familiar stories in their own words
2. Summarise main ideas from more than one paragraph using evidence
3. Use knowledge of language and structure gained from stories, plays, poetry and non-fiction in their writing
4. Reflect understanding of audience and purpose through choice of grammar, vocabulary and structure
5. In fiction, consider how authors develop character and setting
6. Be exposed to wide range of books including myths, legends, fairy stories, modern fiction, fiction from literary heritage and books from other cultures
7. Evaluate how authors use language and consider effect on the reader
8. Use a wide range of devices to build cohesion within and across paragraphs
9. Use further organisational and presentational devices to structure text
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| **Progression of skills, knowledge & vocabulary: WRITING** |
| **TRANSCRIPTION** |
| **End of Reception****ELG** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Nursey**1. Children are given opportunities to practice mark making
2. Children have model of the printed letter only.
3. Children begin to form some letters.

**Reception**1. Use their phonic knowledge to write words in ways which match their spoken sounds
2. Write some irregular common words
3. Write simple sentences which can be read by themselves and others
4. Spell some words correctly and others that are phonetically plausible
5. Handle equipment and tools effectively, including pencils for writing
6. Given opportunities to practice letter formation during Little Wandle phonics sessions and have a model of the printed letter only.
7. Form most printed letters correctly.
 | 1. Spell words containing the 40+ phonemes, common exception words and days of the week
2. Name letters of the alphabet
3. Add suffix -s and -es to create plural nouns/3rd person singular for verbs
4. Use prefix un-
5. Use -ing, -ed, -er and -est where root word remains unchanged
6. Write from memory simple sentences dictated by the teacher.
7. Children are to develop the correct posture, pencil grip and pencil pressure for writing.
8. Be confident writing all the capital and printed letters, numbers, and symbols to become familiar with the orientation of cursive letters.
9. Children are introduced to pre-cursive patterns and cursive letters in preparation for year 2 when children are required to start joining their handwriting.
 | 1. Learn alternative spelling phonemes
2. Spell common exception words, contractions, and homophones
3. Use the possessive apostrophe (singular)
4. Add suffixes -ment, -ness, -ful, -less, -ly
5. Write from memory simple sentences dictated by the teacher
6. Children are to use the correct posture, pencil grip and pencil pressure for writing.
7. Children are required to use cursive letters and join them in their handwriting.
8. Developing the fluency and speed of their writing.
 | 1. Use a wider range of prefixes and suffixes
2. Spell wide range of homophones
3. Spell words that are often misspelt
4. Use possessive apostrophe for plurals
5. Use a dictionary to spell words correctly
6. Write from memory simple sentences dictated by the teacher
7. Use a cursive style throughout their independent writing in all subjects.
8. Improve the legibility, consistency, and quality of handwriting through a variety of resources which link handwriting to other areas of the curriculum.
 | 1. Use a wider range of prefixes and suffixes
2. Spell wide range of homophones
3. Spell words that are often misspelt
4. Use possessive apostrophe for plurals
5. Use a dictionary to spell words correctly
6. Write from memory simple sentences dictated by the teacher
7. Reinforce cursive handwriting and apply size-appropriate handwriting to all areas of the curriculum whilst maintaining fluency and legibility.
 | 1. Use a further range of suffixes and prefixes
2. Spell some words with silent letters
3. Continue to distinguish between homophones and other words that are often confused
4. Use knowledge of morphology and etymology as a strategy for spelling
5. Use dictionaries to check spelling and meaning of new words (using first 3 letters)
6. Use a thesaurus
7. Develop stamina and skills to write at length, with accurate spelling and punctuation.
8. Produce cursive writing automatically, enabling them to focus on the content of their work rather than the process of writing.
 | 1. Use a further range of suffixes and prefixes
2. Spell some words with silent letters
3. Continue to distinguish between homophones and other words that are often confused
4. Use knowledge of morphology and etymology as a strategy for spelling
5. Use dictionaries to check spelling and meaning of new words (using first 3 letters)
6. Use a thesaurus
7. Children should be able to adapt their knowledge of handwriting for a range of tasks and purposes and to create different effects,
8. They should be clear about what standards of handwriting is appropriate for a particular task, for example, quick notes, a final handwritten version, an un-joined style, or capital letters.
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| **Progression of skills, knowledge & vocabulary: WRITING** |
| **VOCABULARY FOR WRITING** |
| **End of Reception** **ELG** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| capital lettercaptionsfinger spacefull stoplabelsletterlistssentencetripodword | adjectiveascenderconjunctiondescenderexclamation marknounpluralquestion marksingularverb | adverbbullet pointscommacommandcompoundexclamationheadingsinverted commasnoun phraseparagraphstatementsub-headingssuffixtense (past, present)word classes | apostropheclauseconsonantdirect speechindirect speechprefixprepositionpronounsubordinate clausetense (future)vowel | antonymdeterminerfronted adverbialpossessive pronounsynonym | activeambiguitybracketcohesiondashmodal verbobjectparenthesispassiverelative clauserelative pronounsubjecttense (simple past; past progressive) | colonellipsishyphensemi-colon |