

Balcombe C of E Primary School English Progression - Writing



EYFS - English Writing	
Three to four year olds	Reception
<ul style="list-style-type: none">• 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; writing 'm' for mummy• Write some or all of their name• Write some letters accurately	<ul style="list-style-type: none">• Form lower case and capital letters correctly• Spell words by identifying the sounds and then writing the sound with the letter/s• Write short sentences with words with known letter-sound correspondences using a capital letter and full stop• Re-read what they have written to check it makes sense
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 - English Writing

Composition

Pupils should be taught to write sentences by:

- say out loud what they are going to write about
- compose a sentence orally before writing it
- sequence sentences to form short narratives

EVALUATE

- re-read what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils
- read aloud their writing, clearly enough to be heard by their peers and the teacher.

Spelling and Handwriting

Pupils should be taught to:

- 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
- add prefixes and suffixes:
- use the spelling rule for adding -s or -es as the plural marker for nouns and third person singular marker for verbs
- use the prefix un-
- use -ing, -ed, -er and -est where no change is needed in the spelling of root words [ie, helping, helped, helper, eating, quicker, quickest]
- apply simple spelling rules, as listed in Appendix 1

Pupils should be taught to:

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters 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' (ie, letters that are formed in similar ways) and to practise these.

Year 2 - English Writing

Composition

Pupils should be taught to:

- develop positive attitudes and stamina for writing by tackling a range of genres
- write narratives about personal experiences and those of others (real and fictional)
- write about real / current events
- write poetry
- write for different purposes

PLAN

- consider what they are going to write before beginning:
- plan or say out loud what they are going to write about
- write down ideas and/or key words, including new vocabulary
- encapsulate what they want to say, sentence by sentence

EVALUATE

- make simple additions, revisions and corrections to their own writing:
- evaluate their writing with the teacher and other pupils
- re-read to check that their writing makes sense and that verbs are used correctly and consistently
- proof-read to check for errors in spelling, grammar and punctuation
- read aloud their writing, with appropriate intonation to make the meaning clear

Spelling and Handwriting

Pupils should be taught:

- segment spoken words into phonemes and representing these by graphemes, spelling many correctly
 - learn new ways of spelling phonemes and learn some words with each spelling, including a few common homophones
 - learn to spell common exception words
 - learn to spell more words with contracted forms
 - learn the possessive apostrophe (singular) [for example, the girl's book]
 - distinguish between homophones and near-homophones
 - add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly
 - apply spelling rules and guidance, as listed in Appendix 1
 - write from memory simple sentences dictated by the teacher that include words using the using the Grapheme Phoneme Correspondences and common exception words taught so far.
- Apply Year 2 spelling rules and guidelines as taught through Jane Considine, 'The Spelling Book' system.**

Pupils should be taught to:

- 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.

Year 3 - English Writing

Composition

Pupils should be taught to:

PREPARE/PLAN

- reading and analysing narrative, simple non-fiction and poetry in order to plan and write own versions showing increasing awareness of audience and purpose
- identifying and discussing purpose, audience, language and structures of narratives, non-fiction and poetry to prepare for their own writing
- discuss and record ideas for planning
- creating and developing plots, settings and characters for narratives

DRAFT

- generate and select ambitious word choices from vocabulary banks *e.g. noun phrases, powerful verbs, technical language, synonyms for said appropriate to the text type, purpose and audience*
- group related material into paragraphs and use heading and sub-headings to organise information

EVALUATE

- assess the effectiveness of own and others' writing
- suggest improvements, ie changes to grammar and vocabulary to reflect consistent application of knowledge, with support
- proof-read for spelling and punctuation errors
- read aloud to a group or whole class - begin to use appropriate intonation and control the tone and volume so that the meaning is clear

Spelling and Handwriting

Pupils should be taught to:

- use further prefixes and suffixes and understand how to add them
- spell further homophones
- use the first two/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
- learn to spell new words correctly and have plenty of practice in spelling them.
- understand how to place the apostrophe in words with regular plurals (*e.g. girls', boys'*)
- spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology
- spell many of the Y3 and Y4 statutory words correctly

Apply Year 3 spelling rules and guidelines as taught through Jane Considine, 'The Spelling Book' system.

Pupils should be taught to:

Year 3

- continue to practise correct letter formation to develop speed and consistency
- use the diagonal and horizontal strokes that are needed to join letters
- understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting

Year 4 – English Writing

Composition

Pupils should be taught to:

PREPARE/PLAN

- reading and analysing narrative, non-fiction and poetry in order to plan and write own versions
- identify and discuss audience, purpose, language and appropriate structures of narrative, non-fiction, poetry for writing
- discuss and record ideas for planning *e.g. story mountain, story map, text map, story board, boxing up texts to create a plan.*
- composing and rehearsing sentences orally so progressively building a rich vocabulary and using increasing range of sentence structures

DRAFT

- write a range of narratives that are well-structured and well-paced
- organise paragraphs around a theme
- in narratives, create settings, characters and plot using vocabulary to create emphasis, humour, atmosphere, suspense
- planning and writing an opening paragraph which combines the introduction of setting and characters
- organising writing into paragraphs around a theme in narrative and non-fiction
- linking ideas within paragraphs *e.g. fronted adverbials for when and where*
- Generate and select from vocabulary banks *e.g. powerful verbs, abverbs, technical language, persuasive phrases*
- maintain accurate use of tense/use Standard English verb inflections throughout pieces of writing
- in non-narrative writing, use simple organisational devices [ie, headings and sub-headings]

EVALUATE

- assess the effectiveness of own and others' writing linked to improving skills
- suggest improvements, ie changes to grammar and vocabulary to improve consistency
- proof-read independently for spelling and punctuation errors

Spelling and Handwriting

Pupils should be taught to:

- use further prefixes and suffixes and understand how to add them
- spell further homophones
- spot and spell common words that are often misspelt
- use the first 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
- learn to spell new words correctly and have plenty of practice in spelling them.
- spell words that use the possessive apostrophe with plural words, including irregular plurals *e.g. girls', boys', babies', children's, men's, mice's*
- understand how to place the apostrophe in words with irregular plurals *e.g. children's*
- spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology
- use their spelling knowledge to use a dictionary more efficiently (See Y3 – use of 2/3 letters)
- spell all of the Y3 and Y4 statutory words correctly

Apply Year 4 spelling rules and guidelines as taught through Jane Considine, 'The Spelling Book' system.

Pupils should be taught to:

Year 3

- continue to practise correct letter formation to develop speed and consistency
- use the diagonal and horizontal strokes that are needed to join letters
- understand which letters, when adjacent to one another, are best left unjoined

- increase the legibility, consistency and quality of their handwriting

Year 4

- write with consistency in size and proportion of letters, *e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are*

<p>- read aloud confidently to a group or whole class - use appropriate intonation and control the tone and volume so that the meaning is clear</p>	<p>spaced sufficiently so that the ascenders and descenders of letters do not touch</p> <p>- confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency.</p>
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<h2>Year 5 - English Writing</h2>	
<h3>Composition</h3>	<h3>Spelling and Handwriting</h3>
<p>Pupils should be taught to:</p> <p>PREPARE/PLAN</p> <ul style="list-style-type: none"> - identify audience and purpose - select appropriate form, use similar writing as model - note and develop initial ideas, drawing on reading and research - consider how authors develop characters and settings (in books, films and performances) <p>DRAFT AND WRITE</p> <ul style="list-style-type: none"> - consistently produce sustained and accurate writing from different perspectives and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes - select appropriate grammar and vocabulary - describe settings, characters and atmosphere with carefully chosen vocabulary to enhance mood, clarify meaning and create pace - integrate dialogue to convey character and advance the action - blend action, dialogue and description within and across paragraphs - begin to use a wide range of devices to build cohesion across paragraphs - use organisational and presentational devices to structure text and guide the reader e.g. headings, sub-headings, bullets, diagrams, text boxes 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - spell words that they have not yet been taught by using what they have learnt about how spelling works in English (including use of phonics) - use further prefixes and suffixes and understand the guidelines for adding them - spell some words with 'silent' letters, e.g. knight, psalm, solemn - continue to distinguish between homophones/near 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 learnt specifically - 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 - use suffixes e.g. -ate, -ise, -ify to convert nouns and adjectives into verbs - investigate verb prefixes e.g. dis-, re-, pre-, mis-, over - to spell many of the Y5 and Y6 statutory spelling words correctly <p>Apply Year 5 spelling rules and guidelines as taught through Jane Considine, 'The Spelling Book' system.</p> <p>Pupils should be taught to: Year 4</p>

<p>EVALUATE</p> <ul style="list-style-type: none"> - begin to assess the effectiveness of 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 - ensure correct subject and verb agreement, singular and plural - distinguish between language of direct and indirect speech and writing - proof-read for spelling / punctuation errors - perform own compositions, use appropriate intonation, volume and movement so that meaning is clear 	<ul style="list-style-type: none"> -write with consistency in size and proportion of letters, e.g. 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 - confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency. <p>Year 5:</p> <ul style="list-style-type: none"> - increase the speed of their handwriting so that problems with forming letters do not get in the way of writing down what they want to say - be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version - choose when it is appropriate to print or join writing e.g. printing for labelling a diagram.
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Year 6 - English Writing	
Composition	Spelling and Handwriting
<p>Pupils should be taught to:</p> <p>PREPARE/PLAN</p> <ul style="list-style-type: none"> - identify audience and purpose - select appropriate form, use similar writing as a model - note and develop initial ideas, drawing on reading and research - consider how authors develop characters and settings <p>DRAFT AND WRITE</p> <ul style="list-style-type: none"> - select appropriate grammar and vocabulary appropriate to the task, audience and purpose, for precision and impact. Where necessary propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning -recognise how words are related by meaning as synonyms and antonyms and use this to improve writing -introduce and develop characters through blending action, dialogue and description within sentences and paragraphs e.g. <i>Fred stomped into the room,</i> 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - be secure with spelling rules previously taught - write increasingly confidently, spelling with automaticity - use a number of different strategies interactively in order to spell correctly (including using phonics) - develop a habit of self-checking and proof-reading - build on knowledge from previous years of spelling homophones and near homophones - spell all statutory words Year 5/6 correctly Use knowledge of morphology and etymology in spelling and understand spelling of some words needs to be learnt specifically - spell some words with 'silent' letters [ie, knight, psalm, solemn] - 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

flung down his grubby, school bag and announced, through gritted teeth, 'It's not fair!'

- deviating narrative from linear sequences e.g. flashbacks, time-shifts
- combining text types to create hybrid texts e.g. persuasive speech
- finding examples where authors have broken conventions to achieve specific effects and use similar techniques in own writing e.g. one word sentences
- Making conscious choices about techniques to engage the reader including appropriate tone/formality and style e.g. rhetorical questions, question tags, direct address to the reader, subjunction for formality etc.
- Use active and passive voice to achieve intended effects e.g. in formal reports, explanations, mystery narratives
- précis longer passages
- use a wide range of devices to build cohesion across paragraphs
- evaluating, selecting, and using organisational and presentational devices for different audiences and purposes to structure text and guide the reader e.g. headings, bullets, underlining
- Use the full range of punctuation taught at KS2 correctly, including consistent and accurate use of semi-colons, dashes, colons and hyphens and when necessary to use punctuation to avoid ambiguity and enhance meaning

EVALUATE

- assess the effectiveness of 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
- ensure correct subject and verb agreement, singular and plural
- continue to distinguish between language of direct and indirect speech and writing
- proof-read for spelling / punctuation errors
- publish and perform own compositions

Evaluate and improve performances of compositions by focusing on:

- intonation and volume
- gesture and movement
- audience engagement

- 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

Apply Year 6 spelling rules and guidelines as taught through Jane Considine, 'The Spelling Book' system.

Pupils should be taught to:

Year 4/5 foundations to build upon:

- write with consistency in size and proportion of letters, e.g. 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
- confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency.
- increase the speed of their handwriting so that problems with forming letters do not get in the way of writing down what they want to say
- be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version
- choose when it is appropriate to print or join writing e.g. printing for labelling a diagram.

Year 6:

- as above with increasing speed
- choose the writing implement that is best suited for a task

