# St Anthony's Primary School Writing Progression

## Purpose of study

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

## Aims

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

The following are to be used as a teaching and planning resource

Appendix 1 – spellings          Appendix 2 – vocabulary, grammar and punctuation

| | Reception | Year 1 | Year 2 | Year 3* | Year 4* | Year 5* | Year 6* |
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| Spellings (Appendix 1) | Spell words by identifying the sound and then writing the sounds with letter or letters | Words containing each of the 40+ phonemes taught Common exception words The days of the week Name the letters of the alphabet in order Using letter names to distinguish between alternative spellings of the same sound 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 Apply simple spelling rules and guidance from Appendix 1 Write from memory simple sentences dictated by the teacher that include words using the GPCs and common | NC statements Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly Learning 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 Learning to spell common exception words Distinguishing between homophones and near-homophones Learning the possessive apostrophe (singular) Learning to spell more words with contracted forms Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly Apply spelling rules and guidelines from Appendix 1 Write from memory simple sentences dictated by the teacher that include words using the | NC statements Spell further homophones Spell words that are often misspelt (Appendix 1) 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 Use the first 2 or 3 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. | NC statements Spell further homophones Spell words that are often misspelt (Appendix 1) 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 Use the first 2 or 3 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. | NC statements 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 learnt specifically, as listed in Appendix 1 Use further prefixes and suffixes and understand the guidance for adding them Use dictionaries to check the spelling and meaning of words Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary | NC statements 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 learnt specifically, as listed in Appendix 1 Use further prefixes and suffixes and understand the guidance for adding them Use dictionaries to check the spelling and meaning of words Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary |

| | | exception words taught so far. | GPCs, common exception words and punctuation taught so far. | | | | |
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| | | | 📄 PDF<br>Year 2 NoNonsense Overview.pdf | 📄 PDF<br>Year 3 NoNonsense Overview.pdf | 📄 PDF<br>Year 4 NoNonsense Overview.pdf | 📄 PDF<br>Year 5 NoNonsense Overview.pdf | 📄 PDF<br>Year 6 NoNonsense Overview.pdf |

| Writing: Composition | | | | | | | |
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| | Reception | Year 1 | Year 2 | Year 3* | Year 4* | Year 5* | Year 6* |
| Planning wring | Write simple sentences which can be read by themselves and others | Say out loud what they are going to write about | Context for writing<br>Writing narratives about personal experiences and those of others (real and fictional)<br>Writing about real events<br>Writing poetry<br>Writing for different purposes<br><br>Plan writing<br>Plan or say out loud what they are going to write about.<br>Write ideas and/or key words including new vocabulary | Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.<br>Discuss and record ideas. | | Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own<br>Note and develop initial ideas, drawing on reading and research where necessary<br>In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed. | |

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| **Drafting writing** | | Composing a sentence orally before writing it<br>Sequencing sentences to form short narratives | Encapsulating what they want to say, sentence by sentence | Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures<br>Organising paragraphs around a theme<br>In narratives, creating settings, characters and plot<br>In non-narrative material, using simple organisational devices (headings & subheadings) | Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning<br>Using a wide range of devices to build cohesion within and across paragraphs<br>Précis longer passages<br>In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action<br>Using further organisational and presentational devices to structure text and to guide the reader (bullet points, headings, underlining) |
| **Editing writing** | | Re-reading what they have written to check that it makes sense<br>Discuss what they have written with the teacher or other pupils | Make additions, revisions and corrections to their own writing by:<br>• Evaluating their writing with the teacher and other pupils<br>• 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<br>Proof read to check for errors in spelling, grammar and punctuation (with support) | Evaluate and edit:<br>• Assess the effectiveness of their own and others' writing and suggesting improvements<br>• Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences<br>Proof read for spelling and punctuation errors | Evaluate and edit:<br>• Assess the effectiveness of their own and others' writing<br>• Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning<br>• Ensure the consistent and correct use of tense throughout a piece of writing<br>• Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register<br>Proof read for spelling and punctuation errors |

| | Performing | Read their writing aloud clearly enough to be heard by their peers and the teacher. | Read aloud what they have written with appropriate intonation to make the meaning clear | 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. | Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. |
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## Writing: Punctuation and Grammar

| | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Word level | Write simple sentences which can be read by themselves and others. | Regular plural noun suffixes (-s, -es) Verb suffixes where root word is unchanged (-ing, -ed, -er) 'un' prefix to change meaning of verbs and adjectives | Formation of nouns using suffixes such as -ness, -er and by creating compound words Formation of adjectives using suffixes such as -ful and -less Use of the suffixes -er, -est in adjectives Use of the suffix -ly to turn adjectives into adverbs | Formation of nouns using a range of prefixes (-super, -anti) Use of the forms a or an according to whether the next word begins with a consonant or a vowel. Word families based on common words, showing how words are related in form and meaning. E.g. solve, solution | The difference between plural and possessive -s Standard English forms of verbs inflections (we were/we was) | Converting nouns or adjectives into verbs using suffixes e.g. ate, ise Verb prefixes dis-, de-, mis-, over-, re- | Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms |

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| **Sentence structure** | Combine words to make sentences; Joining words and sentences using 'and' | Subordination (using when, if, that, or because) and co- ordination (using or, and, or but) Expanded noun phrases to describe and specify e.g. the blue butterfly How the grammatical patterns in a sentence indicate its function as a: statement, question, exclamation, command | Express the time, place and cause using **conjunctions** (e.g. so, when, before, after, while because), **adverbs** (e.g. then, next, soon, therefore) or **prepositions** (e.g. before, after, during, in, between) | Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) Fronted adverbials (e.g. Later that dat, I heard bad news) | Relative clauses beginning with who, which, where, why, whose, that Indicating degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must) | Use the passive voice to affect the presentation of information in a sentence The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He's your friend, isn't he? Or the use of subjunctive forms such as ' I were' or 'Were they to come' in some very formal writing and speech) |
| **Text structures** | Sequencing sentences to form short narratives | Correct choice and consistent use of the present tense and past tense throughout writing. Use of progressive form of verbs in the present and past tense to mark actions in progress. | Introduction to paragraphs as a way to group related material Headings and subheadings to aid presentation Use of the present perfect form of verbs instead of simple past (e.g. He has gone out to play contrasted to He went out to play) | Use paragraphs to organise ideas around a theme Appropriate choice of pronoun and noun within and across sentences to aid cohesion and to avoid repetition | Devices to build cohesion within a paragraph (e.g. then, after that, this, first) Linking ideas across paragraphs using adverbials of time (e.g. later) place (e.g. nearby), numbers (e.g. secondly) and tense choice (e.g. he had seen her before) | Linking ideas across paragraphs using a wider range of cohesive devices: repetition of word of phase grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast) and ellipsis Layout devices such as headings, sub-headings, columns, bullet points, tables to structure text |

| Punctuation | | Separation of words with spaces<br>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences.<br>Capital letter for names and the personal pronoun I | Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences<br>Commas to separate items in a list | Introduction to inverted commas to punctuate direct speech | Use of inverted commas and other punctuation to indicate direct speech.<br>Apostrophes to mark plural possession<br>Use of commas after fronted adverbials. | Brackets, dashes or commas to indicate parenthesis. Use of commas to clarify meaning or avoid ambiguity. | Use of semi-colon, colon and dash to mark the boundary between independent clauses<br>Use of the colon to introduce a list and use of the semi-colon within lists.<br>Punctuation of bullet points to list information<br>How hyphens can be used to avoid ambiguity |
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| | Terminology (vocabulary) | | | | | | |
| | • grapheme<br>• phoneme<br>• digraph<br>• trigraph<br>• letter<br>• word<br>• sentence | • capital letter<br>• singular<br>• plural<br>• sentence<br>• punctuation mark<br>• full stop<br>• question mark<br>• exclamation mark | • noun<br>• noun phrase<br>• conjunction<br>• statement<br>• question<br>• exclamation<br>• command<br>• compound<br>• suffix<br>• adjective, adverb, verb<br>• tense (past and present)<br>• apostrophe<br>• comma | • preposition<br>• subordinate conjunction<br>• coordinating conjunction<br>• word family<br>• prefix<br>• clause<br>• subordinate clause<br>• direct speech<br>• inverted commas<br>• consonant<br>• vowel | • determiner<br>• pronoun<br>• possessive pronoun<br>• adverbial | • modal verb<br>• relative pronoun<br>• relative clause<br>• parenthesis, bracket, dash<br>• cohesion<br>• ambiguity | • subject<br>• object<br>• active<br>• passive<br>• synonym<br>• antonym<br>• ellipsis<br>• hyphen<br>• colon<br>• semi-colon<br>• bullet points |

# Handwriting

| | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| | Children handle equipment and tools effectively, including pencils for writing. Children write in print Write recognisable letters, most of which are correctly formed | 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 Understand which letters belong to which handwriting 'families' and to practise these | 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. | 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 | | Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters Choosing the writing implement that is best suited for a task | |