

Woodchurch CE Primary School





PROGRESSION IN WRITING



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Transcription– Progression in Knowledge and Skills

| Year | Knowledge | Skills |
|------|--|---|
| EYFS | <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Write simple phrases and sentences that can be read by others. | <p>Three- and Four-Year-Olds will be learning to:</p> <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. <p>Children in Reception will be learning to:</p> <ul style="list-style-type: none"> • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. |
| 1 | <p>To know how to spell words containing each of the 40+ phonemes already taught, common exception words and the days of the week.</p> <p>To know the letters of the alphabet.</p> <p>To know how to apply simple spelling rules</p> <p>To know how 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>To know how to add prefixes and suffixes.</p> | <ul style="list-style-type: none"> • name the letters of the alphabet in order. • use letter names to distinguish between alternative spellings of the same sound. • use the spelling rule for adding -s or -es as the plural marker for nouns and the 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 [for example, helping, helped, helper, eating, quicker, quickest]. |

| Year | Knowledge | Skills |
|------|---|---|
| 2 | Pupils should be taught spelling and different spelling rules (See English appendix 1). | <ul style="list-style-type: none"> • segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones • learning to spell common exception words • learning to spell more words with contracted forms • learning the possessive apostrophe (singular) [for example, the girl's book] • distinguishing between homophones and near-homophones • add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly |
| 3 | To know how to write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. | <p>See English Appendix 1</p>  <p>English_Appendix_1_-_Spelling.pdf</p> |
| 4 | To know how to write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. | <p>See English Appendix 1</p>  <p>English_Appendix_1_-_Spelling.pdf</p> |

| Year | Knowledge | Skills |
|------|---|--|
| 5 | <p>To begin to know how to write words from the Year 5/6 list correctly.</p> <p>To begin to know how to use a dictionary to check the spelling of uncommon and more ambitious vocabulary.</p> | <p>See English Appendix 1</p> <p> English_Appendix_1_-_Spelling.pdf</p> <ul style="list-style-type: none"> • to use the first 3 letters of a word to check spelling, meaning or both in a dictionary • to begin to use a thesaurus |
| 6 | <p>To begin to know how to write words from the Year 5/6 list correctly.</p> <p>To begin to know how to use a dictionary to check the spelling of uncommon and more ambitious vocabulary.</p> | <p>See English Appendix 1</p> <p> English_Appendix_1_-_Spelling.pdf</p> <ul style="list-style-type: none"> • to use the first 4 letters of a word to check spelling, meaning or both in a dictionary • to use a thesaurus effectively |

Handwriting – Progression in Knowledge and Skills

| Year | Knowledge | Skills |
|------|--|---|
| EYFS | <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> Write recognisable letters, most of which are correctly formed; | <p>Three- and Four-Year-Olds will be learning to:</p> <ul style="list-style-type: none"> Write some letters accurately <p>Children in Reception will be learning to:</p> <ul style="list-style-type: none"> Form lower-case and capital letters correctly. |
| 1 | To know which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these. | <ul style="list-style-type: none"> 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. <p>form digits 0-9.</p> |
| 2 | To know which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these. | <ul style="list-style-type: none"> 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 <p>use spacing between words that reflects the size of the letters.</p> |
| 3 | To know how to write with increasing legibility | <ul style="list-style-type: none"> 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 in some writing |
| 4 | To know how to write with increasing legibility | <ul style="list-style-type: none"> increase the consistency and quality of their handwriting |

| Year | Knowledge | Skills |
|------|--|---|
| 5 | To know how to maintain legibility in handwriting, for the vast majority of letter shapes, when writing. | <ul style="list-style-type: none"> • to practise handwriting skills by writing words from the Year 5/6 word list following the spelling overview • see appendix 1 of POS for the full list • to begin to choose an appropriate writing tool for the task |
| 6 | To know how to maintain legibility in handwriting, for the vast majority of letter shapes, when writing. | <ul style="list-style-type: none"> • to practise handwriting skills by writing words from the Year 5/6 word list following the spelling overview • see appendix 1 of POS for the full list • to begin to choose an appropriate writing tool for the task |

Composition – Progression in Knowledge and Skills

| Year | Knowledge | Skills |
|------|---|--|
| EYFS | <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Write simple phrases and sentences that can be read by others. | <p>Three- and Four-Year-Olds will be learning to:</p> <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. <p>Children in Reception will be learning to:</p> <ul style="list-style-type: none"> • 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 |
| 1 | <p>To know how to write sentences. To know how to read aloud their writing clearly enough to be heard by their peers and the teacher.</p> | <ul style="list-style-type: none"> • say out loud what they are going to write about. • compose a sentence orally before writing it. • sequence sentences to form short narratives. • re-read what they have written to check that it makes sense. • speak clearly enough to be heard by peers • speak clearly enough to be heard by the teacher <p>discuss what they have written with the teacher or other pupils.</p> |

| Year | Knowledge | Skills |
|------|--|---|
| 2 | <p>Pupils should be taught to develop positive attitudes towards and stamina for writing</p> <p>To know what they are going to write before beginning</p> <p>To know how to read aloud their writing clearly enough to be heard by their peers and the teacher.</p> <p>Make simple additions, revisions and corrections to their own writing</p> | <ul style="list-style-type: none"> • writing narratives about personal experiences and those of others (real and fictional) • writing about real events • writing poetry • writing for different purposes • planning or saying out loud what they are going to write about • writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence • planning or saying out loud what they are going to write about • writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence • evaluating their writing with the teacher and other pupils • 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 • proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] <ul style="list-style-type: none"> • read aloud what they have written with appropriate intonation to make the meaning clear. |

| Year | Knowledge | Skills |
|------|---|--|
| 3 | <p>To know how to plan their writing</p> <p>To know how draft and write</p> <p>To know how to evaluate and edit</p> | <ul style="list-style-type: none"> • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • discussing and recording ideas • composing and rehearsing sentences orally, progressively building a varied and rich vocabulary • write in sections • clearly structure narratives to include character descriptions and some dialogue • in non-narrative material begin to using simple organisational devices • assessing the effectiveness of their own and others' writing beginning to suggest improvements • proof-read for spelling and punctuation errors with some accuracy <ul style="list-style-type: none"> • read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. |
| 4 | <p>To know how to plan their writing</p> <p>To know how draft and write</p> <p>To know how to evaluate and edit</p> | <ul style="list-style-type: none"> • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • discussing and recording ideas • increase range of sentence structures • organise paragraphs around a theme • in narratives, create settings, character and plot • in non-narratives, use simple organisation devices including headings, subheadings and caption • assessing the effectiveness of their own and others' writing beginning to suggest improvements • proof-read for spelling and punctuation errors with some accuracy <p>read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p> |

| Year | Knowledge | Skills |
|------|--|--|
| 5 | <p>To know how to plan their writing</p> <p>To know how to draft and write</p> <p>To know how to evaluate and edit</p> | <ul style="list-style-type: none"> • identify the audience for and purpose of the writing, selecting the appropriate form and use some similar writing as models for their own • noting and developing initial ideas, drawing on reading experiences, where possible • when writing narratives, begin to consider how authors have developed characters and settings in what pupils have read, listened to or seen performed • begin to select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, describe settings and characters and include speech that moves the story on or depicts character • write for an increasing range of purposes, showing a growing awareness of the reader • begin to use a wide range of devices to build cohesion within and across paragraph • use organisational and presentational devices to structure text and to guide the reader • assess the effectiveness of their own writing • with support, propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning to own and others' writing • ensure the correct use of tense throughout a piece of writing is mostly accurate • ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of <ul style="list-style-type: none"> • speech and writing and choosing the appropriate register is mostly accurate |
| 6 | <p>To know how to plan their writing</p> <p>To know how to draft and write</p> <p>To know how to evaluate and edit</p> | <ul style="list-style-type: none"> • identify the audience for and purpose of the writing, selecting the appropriate form and use some similar writing as models for their own • noting and developing initial ideas, drawing on reading experiences, where possible • when writing narratives, begin to consider how authors have developed characters and settings in what pupils have read, listened to or seen performed • select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action • write effectively for a range of purposes and audiences, showing awareness of the reader • precise longer passages |

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| | | <ul style="list-style-type: none">• use a wide range of devices to build cohesion within and across paragraph• use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining• assess the effectiveness of their own writing• with support, propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning to own and others' writing• ensure the correct use of tense throughout a piece of writing is accurate <p>ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register is accurate</p> |
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Vocabulary, Grammar and Punctuation – Progression in Knowledge and Skills

| Year | Knowledge | Skills |
|------|---|---|
| EYFS | <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> Spell words by identifying sounds in them and representing the sounds with a letter or letters; | <p>Three- and Four-Year-Olds will be learning to:</p> <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. <p>Children in Reception will be learning to:</p> <ul style="list-style-type: none"> Spell words by identifying the sounds and then writing the sound with letter/s. |
| 1 | <p>To know the concepts set out in English Appendix 2.</p> | <ul style="list-style-type: none"> leave spaces between words. join words and joining clauses using and. begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. <p>use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.</p> |
| 2 | <p>To know how to use both familiar and new punctuation correctly</p> <p>To know how to write a range of sentences which are grammatically accurately</p> <p>To use the grammatical terminology in English Appendix 2 in discussing their writing</p> | <ul style="list-style-type: none"> use full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) be able to write statement, question, exclamation, command sentences use expanded noun phrases to describe and specify [for example, the blue butterfly] use present and past tenses correctly and consistently including the progressive form use subordination (using when, if, that, or because) use co-ordinating conjunctions (using or, and, or but) |

| Year | Knowledge | Skills |
|------|---|---|
| 3 | To develop their understanding of the concepts set out in English Appendix 2 | <ul style="list-style-type: none"> • use all KS1 punctuation correctly • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • begin to use the present perfect form of verbs in contrast to the past tense • indicating possession by using the possessive apostrophe with plural nouns <ul style="list-style-type: none"> • begin to use and punctuating direct speech |
| 4 | To develop their understanding of the concepts set out in English Appendix 2 | <ul style="list-style-type: none"> • using the present perfect form of verbs in contrast to the past tense • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • using conjunctions, adverbs and prepositions to express time and cause • using fronted adverbials • using commas after fronted adverbials <ul style="list-style-type: none"> • indicating possession by using the possessive apostrophe with plural nouns • using and punctuating direct speech correctly |
| 5 | <p>To develop their understanding of the concepts set out in English Appendix 2</p> <p>To know how to spell most of the Year 5/6 list correctly</p> | <ul style="list-style-type: none"> • use punctuation taught in lower Key Stages accurately • use vocabulary structures that reflect what the writing requires appropriately in many pieces of writing. • use grammatical structures that reflect what the writing requires appropriately in many pieces of writing. • begin to use a wide range of devices to build up cohesion such as conjunctions, adverbials, pronouns synonyms, ellipsis of expected words • use verb tenses correctly in many pieces of writing. • Use the range of KS2 punctuation mostly correctly. • use a dictionary to check the spelling of uncommon and more ambitious vocabulary |

| Year | Knowledge | Skills |
|------|---|---|
| 6 | <p>To develop their understanding of the concepts set out in English Appendix 2</p> <p>To know how to spell most of the Year 5/6 list correctly</p> | <ul style="list-style-type: none"> • use punctuation taught in lower Key Stages accurately • use vocabulary structures that reflect what the writing requires mostly appropriately. • use grammatical structures that reflect what the writing requires mostly appropriately. • use a wide range of devices to build up cohesion such as conjunctions, adverbials, pronouns synonyms, ellipsis of expected words • use verb tenses consistently and correctly. • Use the range of KS2 punctuation mostly correctly. <ul style="list-style-type: none"> • use a dictionary to check the spelling of uncommon and more ambitious vocabulary |