

Foundry Lane Primary School: Progression in Writing

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Handwriting						
<p>Handwriting</p> <p>N.B: In addition to FLPS kinetic letter handwriting policy</p>	<p>Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>Begin to form lower-case letters in the correct direction – starting and finishing in the right place</p> <p>Form capital letters</p> <p>Form digits 0-9</p> <p>Understand which letters belong to which handwriting ‘families’ (e.g. letters that are formed in similar ways) and practise these</p> <p>Leave spaces between words</p>	<p>Form lower-case letters of the correct size relative to one another</p> <p>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</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</p> <p>Use spacing between words that reflects the size of the letters</p>	<p>Writing is legible</p> <p>Letters are consistent in size and formation</p> <p>Capital letters are the correct size relative to lower case</p> <p>Writing is spaced sufficiently so that ascenders and descenders do not meet</p> <p>Diagonal and horizontal strokes are used consistently to join letters</p> <p>Know which letters, when adjacent, are best left unjoined</p> <p>Appropriate letters are joined – consistent to the school’s</p>	<p>Writing is legible and fluent</p> <p>All letters and digits are consistently formed and of the correct size, orientation and relationship to one another</p> <p>Downstrokes of letters are mostly parallel and equidistant</p> <p>Writing is spaced sufficiently so that ascenders and descenders do not meet</p> <p>Appropriate letters are joined consistently</p>	<p>Writing is legible and fluent and quality is beginning to be maintained at speed</p> <p>Correct choices are usually made about whether to join handwriting or print letters e.g. when labelling a diagram</p>	<p>Writing is legible and fluent and quality is usually maintained when writing at a sustained, efficient speed</p> <p>Correct choices are made about whether to join handwriting or print letters etc.. and handwriting is adapted according to purpose e.g. when labelling a diagram; showing emphasis in dialogue etc...</p> <p>Choose the writing implement that is best suited for a task.</p>

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handwriting
approach

Transcription (including spelling)

Transcription

Write from memory simple dictated sentences containing the GPCs and words taught so far

Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far

Write from memory simple dictated sentences which include familiar GPCs, common exception words and punctuation –

Write from memory simple dictated sentences which include familiar GPCs, common exception words, words from the Y3/Y4 statutory word list and all

Write from memory, dictated sentences which include words from the KS2 curriculum

Write from memory, dictated sentences which include words and punctuation from the KS2 curriculum

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			including the new punctuation taught	punctuation taught so far		
Spelling – Phonic and whole word	<p>Spell words containing each of the 40+ phonemes taught so far – most words can be deciphered</p> <p>Spell most common exception words in the Y1 spelling appendix</p> <p>Spell the days of the week</p> <p>Recognise and spell a set of simple compound words</p> <p>Name the letters of the alphabet in order</p> <p>Use letter names to distinguish between alternative spellings of the same sound</p>	<p>Segment spoken words into phonemes and represent these by graphemes, spelling many correctly</p> <p>Learn new ways of spelling phonemes for which 1 or more spellings are already known</p> <p>Learn some words with each spelling including a few common homophones</p> <p>Distinguish between homophones and near homophones</p> <p>Spell common exception words</p>	<p>Write words spelt ei, eigh or ey</p> <p>Write words spelt ch e.g. scheme, chemist, chef, brochure</p> <p>Spell a range of common homophones e.g. berry/bury, break/brake, grown/groan</p>	<p>Write words spelt with sc e.g. science, discipline, crescent</p> <p>Write words ending with gue and que, e.g. league, tongue, antique</p> <p>Spell most homophones in the Y3/Y4 spelling appendix e.g. accept/except; scene/seen</p>	<p>Spell some homophones from the Y5/Y6 spelling appendix</p> <p>Distinguish between some commonly confused words</p>	<p>Spelling some challenging homophones from the Y5/Y6 spelling appendix</p> <p>Distinguish between many commonly confused words</p>

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<p>Spelling – other word building</p>	<p>Use the prefix un-</p> <p>Use the suffixes –ing, -ed -er est where no change is made to the root word</p> <p>Understand the rule for adding -s or –es as the plural marker for nouns (boxes, dogs) and the third person singular marker for verbs (hops, hopes)</p> <p>Use the prefix ‘un’ to change the meaning of words.</p>	<p>Spell more words with contracted forms</p> <p>Use possessive apostrophe (singular) Add suffixes to spell longer words including -ment, -ness, -ful, -less, -ly</p> <p>Distinguish between homophones and near-homophones</p> <p>Add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly</p>	<p>Use knowledge of morphology to spell some words with prefixes dis-, mis-, in-, super-, anti- *spell some words with the suffixes: -ation, -ly, -sure. –tion, sion and –ssion</p> <p>Embed use of apostrophe for a range of contractions and for singular nouns</p> <p>Beginning to use apostrophes for plural possession</p> <p>Spell some words from the Y3/Y4 Statutory Word List</p> <p>Use dictionaries to aid checking of spelling</p>	<p>Use knowledge of morphology to spell words with prefixes in- il- im- re- sub- inter- auto-</p> <p>Add suffixes which begin with a vowel e.g. forget / forgetting</p> <p>Add suffixes -ous, -sion, -ssion, -tion, -cian and –ly e.g. completely, basically – from the full range from the Y3/Y4 spelling appendix</p> <p>Use apostrophes to mark singular and plural possession</p> <p>Spell the majority of the words from the Y3/Y4 Statutory word list</p> <p>Use dictionaries independently to aid checking of spelling using the</p>	<p>Spell most words with prefixes and suffixes in Y3/Y4 spelling appendix and some from the Y5/Y6 list e.g. - cious, -cial, -ant, -ent, -ance, -ence</p> <p>Spell correctly words with letters which are not sounded (‘silent’ letters) e.g. knight, solemn, psalm</p> <p>Know when to use the hyphen to join a prefix to a root e.g. re-enter</p> <p>Spell the majority of words from the Y3/Y4 statutory word list and some words from the statutory Y5/Y6 list</p> <p>Use the first 3 or 4 letters of a word to check spelling and/or meaning in a dictionary</p> <p>Independently and automatically use a thesaurus to develop knowledge of synonyms</p>	<p>Use knowledge of morphology to spell words with the full range of prefixes and suffixes in the Y5/Y6 spelling appendix e.g. pre- -able, -ible, -ably, -ibly, -al, -ial</p> <p>Use the appropriate range of spelling rules and conventions to spell polysyllabic words which conform to regular patterns</p> <p>Spell the majority of words from the statutory Y5/Y6 word list</p> <p>Independently and automatically use a dictionary to check the spelling / meaning of words when appropriate</p>
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				first 2 or 3 letters of a word		
Vocabulary, grammar and punctuation						
Vocabulary	*See grammar terminology	* See grammar terminology	Extend the range of sentences with more than one clause by using a wider range of conjunctions including: when, if, because, although, after, while, before, so	Develop vocabulary range to develop a wider range of word choices for adjectives, adverbs, conjunctions etc...	Begin to use a thesaurus to expand vocabulary Choose vocabulary and grammar to suit formal and informal writing – with guidance Use vocabulary which is becoming more precise	Confidently use a thesaurus to find precise word choices and further expand vocabulary Select vocabulary and grammar to suit formal and informal writing with growing precision Use vocabulary which is varied, interesting and precise
Grammar	Join words and clauses using “and”	Expanded noun phrases to describe and specify Use sentences with different forms – statement, question, exclamation, command	Use a range of sentence types which are usually grammatically accurate e.g. commands, questions, statements Use coordinating and simple subordinating	Use a range of sentence types which are grammatically accurate and begin to use sentences containing more than one clause Use a variety of coordinating and subordinating	Write a range of sentence structures which are grammatically accurate Understand ‘relative clause’ begins with relative pronouns – who, which, where, when, whose	Write a range of sentence structures (simple and complex) including relative clauses e.g. using that, which Use modal verbs with precision to indicate degrees of possibility

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		<p>Use the present and past tenses correctly and consistently- including the progressive form</p> <p>Use subordination (when, if, that, because) and coordination (or and but)</p> <p>Use some features of written Standard English</p>	<p>conjunctions to join clauses</p> <p>Identify and use a range of prepositions</p> <p>Consolidate knowledge of word classes: noun, adjective, verb, adverb</p> <p>Use a or an according to whether the next word begins with a consonant or vowel</p> <p>Use the past or present tense appropriate; sometimes use the present perfect e.g. He has gone out to play.</p> <p>Identify the correct determiner e.g. a, an, these, those</p>	<p>conjunctions accurately</p> <p>Use sequencing conjunctions</p> <p>Use conjunctions, adverbs and prepositions to express time and cause</p> <p>Vary sentence openers – including using fronted adverbials</p> <p>Use expanded noun phrases and adverbial phrases to expand sentences</p> <p>Use the appropriate pronoun or noun within and across sentences to aid cohesion /avoid repetition</p> <p>Usually use the past or present tense</p>	<p>Indicate degrees of possibility using adverbs e.g. perhaps, surely</p> <p>Indicate degrees of possibility using modal verbs</p> <p>Recognise the subjunctive form of the verb when appropriate</p> <p>Usually maintain the correct tense</p> <p>Begin to recognise active and passive voice</p> <p>Identify and select determiners(understand articles as specific determiners an, the, a)</p>	<p>Maintain correct tense and control perfect form of verbs</p> <p>Recognise and use the subjunctive form of the verb when appropriate</p> <p>Understand and use active and passive voice (to show the flow of ‘power’)</p> <p>Use expanded noun phrases to convey complicated information concisely</p> <p>Identify the subject and object</p> <p>Identify synonyms and antonym</p>
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				and 1st / 3rd person consistently		
Punctuation	<p>Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> <p>Use a capital letter for names of people, places, days of the week and the personal pronoun I</p>	<p>Use familiar and new punctuation correctly including – full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for omission and singular possession</p>	<p>Demarcate sentences with increasing security including capital letters, full stops, question marks, exclamation marks; commas to separate items in lists and apostrophe for both omission and possession</p> <p>Identify direct speech and begin to use inverted commas for direct speech</p>	<p>Use sentence demarcation with accuracy including capital letters, full stops, question marks, exclamation marks, commas to separate items in lists and for fronted adverbials and use apostrophes correctly for both omission and possession</p> <p>Indicate possession by using the possessive apostrophe with plural nouns.</p> <p>Use inverted commas accurately for direct speech</p>	<p>Demarcate sentences correctly – use a comma for a pause in complex sentences and to avoid ambiguity and use a hyphen to avoid ambiguity</p> <p>Begin to use punctuation for parenthesis: brackets, commas and dashes</p>	<p>Use a wide range of punctuation including brackets and dashes; commas for pauses; colons and semi-colons and hyphens to mark boundaries in independent clauses; colon for lists; hyphens; ellipsis; consistent use of bullet points</p>
Grammar terminology		Letter, capital letter, word, singular, plural, sentence,	Noun, noun phrase, statement, question, exclamation,	Preposition, conjunction, word family, prefix, clause, subordinate	Determiner, pronoun, possessive pronoun, adverbial, fronted adverbial, modal verb,	Subject, object, active, passive, synonym, antonym, ellipsis, hyphen,

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		punctuation, full stop, question mark, exclamation mark	command, compound, suffix, adjective, adverb, verb, past tense, present tense, apostrophe, comma	clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (speech marks)	relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity	colon, semi-colon, bullet points
Composition						
Planning	Say out loud what they are going to write about compose a sentence orally before writing it	Plan or say out loud what they are going to write about	Talk about and record initial ideas Compose and rehearse sentences orally (including dialogue)	Discuss and develop initial ideas in order to plan before writing Discuss writing models to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own Discuss and develop a variety of initial ideas in order to plan before writing – choosing the most appropriate ideas to develop and noting and developing initial ideas, drawing on reading and research where necessary	Use discussion effectively to develop ideas and language before and during writing Consider how authors have developed characters and settings in what pupils have read, listened to or seen performed

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<p>Drafting</p>	<p>Sequence sentences to form short narratives</p>	<p>Write down ideas and/or key words including new vocabulary</p> <p>Encapsulate what they want to say, sentence by sentence</p>	<p>Organise paragraphs broadly around a theme with some scaffolding</p> <p>Write chronological narratives</p> <p>Write in sequence</p> <p>Describe characters, settings and/or plot in simple ways adding some interesting details</p> <p>Compose and orally rehearsing sentences (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p>	<p>Organise writing into appropriate sections or paragraphs – both for fiction and non-fiction</p> <p>Appropriately use a range of presentational devices including use of title and subheadings</p> <p>Use dialogue (note: balance between dialogue and narrative may be uneven)</p> <p>Describe characters, settings and plot with some appropriate interesting details</p> <p>Compose and orally rehearsing sentences (including dialogue), progressively</p>	<p>Organise writing into sections or paragraphs, create cohesion by linking ideas within paragraphs</p> <p>Use a range of presentational devices including use of title, subheadings and bullet points</p> <p>Use dialogue to indicate character and event</p> <p>Describe characters, setting and plot with growing precision</p> <p>Find key words and ideas – begin to write summaries</p>	<p>Organise and shape paragraphs effectively – develop and expand some ideas in depth, adding detail within each paragraph</p> <p>Use a range of devices to link ideas within and across paragraphs e.g. precise adverbials, deliberate repetition, sustained tense</p> <p>Use a range of presentational devices which clearly guide the reader e.g. bullet points, tables, columns</p> <p>Integrate dialogue to convey and contrast characters and to advance the action</p>
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				building an increasing range of sentence structures		Describe characters, settings and atmosphere with some precision Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Use complex plot structures Write an accurate précis
Editing	Discuss what they have written with the teacher or other pupils Re-read what they have written to check that it makes sense	Evaluate their writing with the teacher and other pupils Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently – including verbs in	Evaluate own and others’ writing – with direction Re-read and check own writing against agreed criteria linked to spelling, grammar, punctuation and vocabulary	Evaluate own and others’ writing making suggestions for improvements including content, grammar and vocabulary Proof-read, edit and revise their own work including changes to grammar and vocabulary to	Evaluate own and others’ writing: proof-read, edit and revise – making changes which clarify descriptions and meaning Proof-read to ensure consistent and correct use of tense through a piece of writing; accurate spelling and punctuation	Evaluate own and others’ writing: proof-read, edit and revise – making assured changes to enhance effects and clarify meaning Proof-read to ensure correct subject and verb agreement when using singular and

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		the continuous form Proof-read to check for errors in spelling, grammar and punctuation	Make changes to their own writing following a re-read	improve consistency, including the accurate use of pronouns in sentences		plural – distinguishing between the language of speech and writing and choosing the appropriate register
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 whole class with appropriate intonation to make that the meaning is clear and sufficient volume to be heard	Read their own writing aloud to a group or 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 the meaning is clear – beginning to show an awareness of audience	Confidently perform their own compositions using appropriate intonation, volume and movement so that the meaning is clear – showing a developed awareness of audience
Contexts for writing N.B: See also progression in text types document		Write narratives about personal experiences and those of others (real and fictional) Write about real events Write poetry Write for different purposes	Discuss writing similar to that which they are planning to write in order to understand its structure, vocabulary and grammar Write to suit purpose showing some features of	Discuss writing similar to that which they are planning to write in order to identify and explain the purpose of its structure, vocabulary and grammar Write to suit purpose and with a growing awareness	Discuss the audience and purpose for a piece of writing With some support - select the appropriate form and use other similar writing as models for their own When writing narratives, consider ways in which characters and settings	Confidently identify the audience and purpose for a piece of writing Adapt form and style to suit the audience / purpose and draw appropriate features from models of similar writing

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			the genre being taught	of audience, using some appropriate features	can be developed referring to books have read, listened to, seen performed	When writing narratives, consider ways in which established authors have developed characters and settings in books the children have read, listened to, seen performed
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