



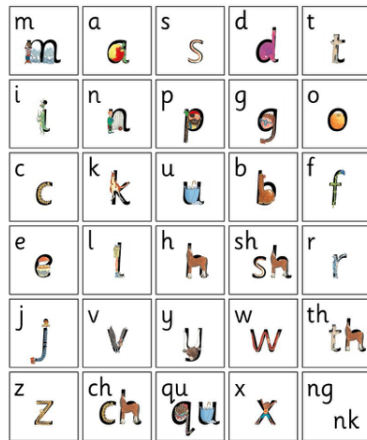
EYFS Nursery– Progression in Writing			
<p><b>Intention</b></p> <p>During their time in Nursery, the children will develop an understanding that print has meaning and purpose. They will use available resources to make marks, hold a pencil using a comfortable grip with good control and show preference for a dominant hand. They will be able to write their own name or part of it and some familiar letters. They will be confident to write for a purpose, such as a list, sign or label. They will use one-handed equipment, including scissors for snipping. They will develop their ability to mark syllables, recognise alliteration and begin to spot rhyme. They will enjoy listening to stories and engage in extended conversations about them. They will be able to talk to organise themselves and in play. They will learn new vocabulary linked to different areas of the curriculum.</p>			
<p><b>Implementation</b></p> <p>We will provide opportunities for writing as part of their play and learning within continuous provision across all areas. A designated mark-making area to investigate mark making with a variety of materials and media will be available. We provide a designated reading area with a range of texts including stories, non-fiction, poetry, leaflets, magazines and story sacks. Opportunities to retell stories and sequence key events using pictures are provided. We develop and practise to improve gross and fine motor skills in order to develop the physical skills needed for writing. Provide opportunities to take part in group reading activities and role play. Promote writing for a purpose and provide resources within continuous provision to encourage this. Creating adult-led opportunities for exploring phonological awareness, sharing stories, talking about what they want to write about and modelling writing. Encouraging home/school links to create opportunities to write at home. We encourage writing for enjoyment to motivate pupils.</p>			
Transcription		Composition	
Spelling	Handwriting	Composition – structure and purpose	Vocabulary, grammar and Punctuation

Identifying initial sounds	Gross and fine motor skills	Sharing and discussing stories.	Learning new vocabulary including topic-related language. Speaking correctly in full sentences with age-appropriate pronunciation.
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<b>EYFS Reception– Progression in Writing</b>			
<p><b>Intention</b></p> <p>At the end of Reception, the children are able to listen and attend to stories, non-fiction and poetry, asking questions and joining in with discussion. They can explain how and why things happen, retell stories and anticipate what will happen next. The children can use vocabulary from texts in their everyday play. They can say and write the sounds for each letter and at least 10 digraphs. They will be able to identify sound units to write using their phonological knowledge and some exception words. They will be able to confidently compose their sentence, hold it in their head and using their phonic knowledge write simple phrases and sentences. They will use models from the teacher and text used in class to structure their writing. The children will be able to form their letters, sit the letters on the line using a good pencil grip and they will be able to leave gaps between there words. They will be confident to record ideas with an adult and in their independent tasks.</p>			
<p><b>Implementation</b></p> <p>We provide opportunities for writing through play and learning within continuous provision across all areas. We provide a designated mark-making and writing areas to investigate mark making and a designated reading area with a range of texts including stories, non-fiction, poetry, leaflets, magazines and story sacks. We offer opportunities to continue to practise physical development to improve gross and fine motor skills in order to develop the physical skills needed for writing. The children take part in group and individual reading activities and role play. We provide opportunities to retell stories and sequence key events using pictures. We promote writing for a purpose and provide resources within continuous provision to encourage this. We plan for adult-led opportunities to explore phonological awareness, recognising, and recording sounds using the Read, Write Inc program. The children use their knowledge of sounds to write words and sentences, they share stories and talking about what they want to write. We support them by modelling and scaffolding writing. We encourage home/school links to create opportunities to read and write at home. We encourage writing for enjoyment to motivate pupils. We provide opportunities to help get pupils ready for year 1 by offering extension activities for more able and interventions for less able.</p>			
<b>Transcription</b>		<b>Composition</b>	
Spelling	Handwriting	Composition – structure and purpose	Vocabulary, grammar and Punctuation

Using phonological awareness to say and write individual sounds and 10 digraphs. Use segmenting and blending to write words. Know some common exception words.

Speed Sounds Set 1



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Speed Sounds Set 2



Form letters correctly, writing on the line. Using correct size, finger spaces and correct positioning of ascenders and descenders.

Write words, phrases and sentences for a purpose.  
To begin to use capital letters and full stops.  
To reread to check their sentence makes sense.


Use simple cvc words, some words with digraphs and common exception words.  
Write in sentences that make sense.  
Use capital letters, full stops and finger spaces.  
Use of conjunctions in speech.

Writing process Stage 1 (Year 1 and 2)							
Planning	Setting expectations	Drafting	Evaluating and sharing	Revising	Editing	Publishing	Reflecting
<ul style="list-style-type: none"> <li>Sequence pictures from a known story &amp; Id B, M, E</li> <li>Tell known story in correct sequence orally</li> <li>Create simple storyboards – B, M, E</li> <li>Use simple storyboards / prompts to retell a story</li> <li>Use simple writing frames to note down key ideas / words</li> </ul>	<ul style="list-style-type: none"> <li>Explain what end product will be – knowing the purpose of the task</li> <li>Clarify simple non negotiables</li> <li>Explaining personal target for writing</li> </ul>	<ul style="list-style-type: none"> <li>Say a sentence and record it in writing</li> <li>Record own ideas and can read these back</li> <li>Writing follows simple plans</li> <li>Use simple checklists</li> <li>Writing may be broken down into smaller chunks to sustain concentration</li> </ul>	<ul style="list-style-type: none"> <li>Re-read with an adult / in a group to check sense</li> <li>Notice when writing does not make sense</li> <li>Talk about how to put this right</li> <li>Reflecting on how well task has been done</li> <li>Identifying what was easy and what was harder</li> </ul>	<ul style="list-style-type: none"> <li>Work in groups to talk about how to change content of writing to help it make sense or to make it more interesting</li> <li>Use simple models and scaffolds to improve writing</li> <li>Begin to make simple changes to some sentences to make them better</li> </ul>	<ul style="list-style-type: none"> <li>With prompting correct simple errors in spelling, handwriting and basic punctuation</li> <li>Begin to self-correct using scaffolds (HFW cards for example)</li> </ul>	<ul style="list-style-type: none"> <li>Know why we need to produce final pieces – for display, for sharing with others etc.</li> <li>Can write extracts of drafts in best handwriting</li> <li>Know when to use capitalisation and bold writing for impact or instruction</li> <li>Know how to use subheadings to support the reader</li> <li>Exploring different font styles for different purposes</li> </ul>	<ul style="list-style-type: none"> <li>Talk about which aspects of the writing process they enjoyed and which they found challenges</li> <li>Talk about how they can get better next time and what they have learnt from doing this work</li> </ul>

## Year 1– Progression in Writing

By the end of Year 1, pupils will be able to write a simple sentence that makes sense, punctuated with a capital letters and full stop. They will form compound sentences through use of the simple coordinating conjunctions. Pupils will form lower-case letters in the correct direction, starting and finishing in the right place. Letters will be of a size correct and relevant to one another. They will use capital letters for names of people, places, days of the week and personal pronoun, I. Pupils will begin to use questions and exclamation marks in writing. They will work with adults to edit their work: re-reading to make sense, correcting spellings and punctuation and making improvements to their text. They will have the skills and confidence to read their own work aloud to the class, clear enough to be heard by their peers and the teacher. They will use their developing phonetically knowledge to spell a growing range of familiar words and make plausible attempts at others whilst developing their repertoire of common exception words.

We plan a talk-rich curriculum that enables children to engage in drama, role-play, re-enactment, recount, instruction, debate and discussion. providing stimulus and structures for writing. Providing strong role-models for talk (peers and adults) and contexts that create opportunities for clarification and enrichment of vocabulary and oral-grammar structures. We model how to rehearse their ideas orally prior to writing, expanding on ideas and adding detail and description. We ensure children have the skills and opportunities to publish their writing in a wider variety of forms. The children will be encourage to practise their writing in order to develop fluency. We teach and model letter formation and allow the children to practise their handwriting (using Write Well resources and the National Handwriting Association guidance) as we well as regular high quality and relevant teaching of phonics (using the Read, Write, Inc programme). We encourage children to hear and say sounds in the order they occur to help them write and spell in their everyday writing. We display words that are exceptions to phonic rules and interesting vocabulary in response to listening to children embedding them in meaningful contexts and modelling how to access them when writing.

Transcription		Composition	
Spelling	Handwriting	Composition – structure and purpose	Vocabulary, grammar and Punctuation
 <p>Children should be taught to spell:</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>distinguish between lower case letters and capital letters</li> <li>sit correctly at a table, holding a</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>say out loud what they are going to write about</li> <li>compose a sentence orally before writing it</li> <li>sequence sentences to form short narratives</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>leave spaces between words</li> <li>join words and joining clauses using and</li> <li>begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> </ul>

<ul style="list-style-type: none"> <li>• words containing each of the 40+ phonemes already taught</li> <li>• common exception words</li> <li>• the days of the week</li> <li>• name the letters of the alphabet:</li> <li>• naming the letters of the alphabet in order</li> <li>• using letter names to distinguish between alternative spellings of the same sound</li> <li>• add prefixes and suffixes:</li> <li>• using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</li> <li>• using the prefix un–</li> <li>• using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]</li> <li>• apply simple spelling rules and guidance, as listed in English Appendix 1</li> <li>• write from memory simple sentences dictated by the teacher that include words using the GPCs and</li> </ul>	<p>pencil comfortably and correctly</p> <ul style="list-style-type: none"> <li>• begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>• form capital letters</li> <li>• form digits 0-9</li> <li>• understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.</li> </ul>	<ul style="list-style-type: none"> <li>• re-read what they have written to check that it makes sense</li> <li>• discuss what they have written with the teacher or other pupils</li> <li>• read aloud their writing clearly enough to be heard by their peers and the teacher</li> </ul>	<ul style="list-style-type: none"> <li>• use a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’</li> <li>• The grammar terminology :letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark</li> </ul>
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common exception words  
taught so far.

**Purpose of writing**



Sentences grouped to form:  
Short stories  
Simple retelling  
Poetry



Sentences grouped to form:  
Short Recounts  
Simple instructions

Year 2– Progression in Writing			
<p>By the end of year 2 our pupils will be able to write confidently for a growing range of genres and audiences. As writers they are developing the necessary skills to make simple additions, revisions and proof-read their own writing as part of the editing process. They will have a secure grasp of simple and compound sentences. They punctuate these sentences with capital letters, full stops, question marks and exclamation marks. Readers will be able to read texts produced without mediation, as sounds are represented phonetically, and pupils know an increasing number of words that are exceptions to the phonic rules. Where mistakes in spellings are evident, they will, however, be phonetically plausible due to a greater awareness of the visual structures and patterns of words to move towards greater accuracy in spelling. Handwriting is usually consistent and legible and may show experimentation with joined handwriting, with spacing between words that reflects the size of the letters.</p>			
<p>As well as imparting the technical and phonetical skills of writing, we aim to instil a love of writing with activities, where relevant and meaningful, being linked to real-life experiences and having purpose. We will provide a text rich environment with high quality texts to inspire and engage. Writing created by our children for a range of purposes, will be celebrated and displayed around the school. We ensure continuous access to helpful resources to support their developing abilities. We develop oracy to stimulate and inform a wide range of writing through drama, role-play and re-enactment, recount, instruction, debate and discussion enabling children to take on voice. Provide opportunities for children to explore different kinds of voice and language structures. We talk through the writing process during shared and modelled writing. We support handwriting development through focus teaching and regular practise using the Write Well resources and the National Handwriting Association Guidance. We encourage children to read their writing to check sentences make sense, have meaning and to improve their writing. We teach high quality, regular and relevant phonics (using the Read, Write, Inc. programme) as well as rules and patterns to enable them to become more successful spellers.</p>			
Transcription		Composition	
Spelling	Handwriting	Composition – structure and purpose	Vocabulary, grammar and Punctuation
<p>Pupils should be taught to: Recap set 2 &amp; 3 sounds from Read-Write Inc.</p> <ul style="list-style-type: none"> <li>segment spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>Learn new ways of spelling phonemes for which one or more spellings are already known, and learn some</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>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</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>develop positive attitudes towards and stamina for writing by:</li> <li>writing narratives about personal experiences and those of others (real and fictional)</li> <li>writing about real events ☐ writing poetry</li> <li>writing for different purposes</li> <li>consider what they are going to write before beginning by: planning</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>learn how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</li> <li>learn how to use: sentences with different forms: statement, question, exclamation, command</li> </ul>



<p>words with each spelling, including a few common homophones</p> <ul style="list-style-type: none"> <li>• spell common exception words</li> <li>• spell more words with contracted forms</li> <li>• use the possessive apostrophe (singular) [for example, the girl's book]</li> <li>• distinguish between homophones and near-homophones</li> <li>• add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly English 30 Statutory requirements</li> <li>• apply spelling rules and guidance, as listed in English Appendix 1</li> <li>• write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. Notes and guidance (non-statutory) In year 2, pupils move towards more word-specific knowledge of spelling,</li> </ul>	<p>which letters, when adjacent to one another, are best left unjoined</p> <ul style="list-style-type: none"> <li>• write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> <li>• use spacing between words that reflects the size of the letters</li> </ul>	<p>or saying out loud what they are going to write about</p> <ul style="list-style-type: none"> <li>• writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence</li> <li>• make simple additions, revisions and corrections to their own writing by:</li> <li>• evaluating their writing with the teacher and other pupils</li> <li>• 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</li> <li>• proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</li> <li>• read aloud what they have written with appropriate intonation to make the meaning clear.</li> </ul>	<ul style="list-style-type: none"> <li>• use expanded noun phrases to describe and specify [for example, the blue butterfly]</li> <li>• use the present and past tenses correctly and consistently including the progressive form</li> <li>• use subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> <li>• use some features of written Standard English</li> <li>• use and understand the grammatical terminology noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma</li> </ul>
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**Purpose of writing**



Stories (including re-tellings)  
 Descriptions  
 Poetry  
 In-character/role



Recount  
 Letter  
 Instructions

**Writing process Stage 2 (Year 3 and 4)**

Planning	Setting expectations	Drafting	Evaluating and sharing	Revising	Editing	Publishing	Reflecting
<ul style="list-style-type: none"> <li>• Use prepopulated writing frames to support writing</li> <li>• Discussion to support generation of ideas before writing</li> <li>• Know the key features of certain text types and replicate these in writing</li> </ul>	<ul style="list-style-type: none"> <li>• Establishing the purpose for writing and the expectations of the text type</li> <li>• Knowing key non negotiables</li> <li>• Recognising own areas for development which can be applied during specific writing task</li> </ul>	<ul style="list-style-type: none"> <li>• Note down key ideas</li> <li>• Write in a logical sequence</li> <li>• Organise writing according to text type</li> <li>• Follow plans and use checklists and scaffolds to guide writing</li> <li>• Writing shows greater length</li> </ul>	<ul style="list-style-type: none"> <li>• Re-read independently / with peer to check text makes sense</li> <li>• Consider how well text meets the purpose</li> <li>• Identify areas where writing could be improved</li> <li>• Consider whether writing goals/</li> </ul>	<ul style="list-style-type: none"> <li>• Amend the content of writing considering feedback and self-evaluation</li> <li>• Use a variety of sentence lengths and sentence starts to aid the flow of writing (combining sentences, experimenting</li> </ul>	<ul style="list-style-type: none"> <li>• Show awareness of specific areas of weakness/ carelessness and address these without prompting using appropriate resources as necessary</li> <li>• Checking grammar</li> </ul>	<ul style="list-style-type: none"> <li>• Present a final draft so that others can read it easily</li> <li>• Make decisions around layout, text type (handwriting style / type font) to ensure the text is presented in a way that appeals to the reader and supports them</li> </ul>	<ul style="list-style-type: none"> <li>• Reflect on what was helpful in completing the task</li> <li>• Identify useful strategies to be used in future</li> <li>• Identify next steps for improvement</li> </ul>

<ul style="list-style-type: none"> <li>• Gathering information, note making to support writing</li> <li>• Use frames / scaffolds to organise ideas and refer to these during writing</li> </ul>	<ul style="list-style-type: none"> <li>• Using models to identify specific techniques to be 'magpied'</li> </ul>	<p>and ability to sustain ideas</p>	<p>targets have been met</p>	<p>with word order etc.)</p> <ul style="list-style-type: none"> <li>• To experiment with different vocabulary to make writing more impactful or to add clarity.</li> </ul>	<p>and use of pronouns to ensure text is coherent</p> <p>Read aloud text to ensure punctuation supports the reader in make sense of the writing</p>	<p>in navigating the text</p> <ul style="list-style-type: none"> <li>• Handwriting is fluent and legible</li> <li>• Use different publishing software for different purpose (slides, publisher, word etc)</li> </ul>	
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### Year 3– Progression in Writing

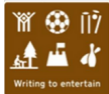
By the end of Year 3, the children will show motivation, enthusiasm and confidence when writing. They will produce writing of increased length. The children will be able to write legibly with increased independence and with a growing awareness of fiction and non-fiction genre. They will develop their knowledge and use of rich vocabulary learning from shared books and real-life experiences. Writing should show a good knowledge of basic punctuation with increasingly accuracy in spelling. Handwriting should be legible, and letters formed accurately. As part of the editing process, children will respond to feedback from themselves, their peers and teachers to improve the content, spelling, grammar structures, vocabulary and punctuation used in their writing.

We deliver a high-quality handwriting (Write Well resources and the National Handwriting Association guidance) and spelling programmes (Write Well and Read, Write Inc.). During the writing process, we demonstrate use of spelling rules and common errors. We use a wide range of stimulus (including quality texts) to enthuse and motivate children to write. We develop vocabulary through discussion, direct teaching and real-life experiences. Through the editing process, marking and feedback, we celebrate children’s achievements and make them aware of their next steps in order to make progress. We model and guide writing so the children can innovate a variety of text types. We support the pupils to develop ideas and revise their writing. We provide the children the opportunities to write for different purposes and audiences. We demonstrate the planning process and how this is used to develop structured writing. We model a greater range of sentence types and punctuation showing the continuous editing process.

Transcription		Composition	
Spelling	Handwriting	Composition – structure and purpose	Vocabulary, grammar and Punctuation
<p>Pupils should be taught to spell: rules covered in Year 2 (consolidation)</p> <ul style="list-style-type: none"> <li>• prefix -In and dis, im</li> <li>• suffix - Ous, ly</li> <li>• words ending in ture</li> <li>• adding – ation</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• to begin to 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</li> </ul>	<p>Pupils should be taught to: plan their writing by:</p> <ul style="list-style-type: none"> <li>• discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>• discussing and recording ideas</li> <li>• draft and write by:</li> <li>• composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</li> <li>• organising paragraphs around a theme</li> </ul>	<p>Pupils should be taught to use:</p> <ul style="list-style-type: none"> <li>• a range of conjunctions</li> <li>• pronouns</li> <li>• a range of basic punctuation with increasing accuracy – full stops, capital letters, question and exclamation marks.</li> <li>• a or an according to whether the next word begins with a vowel or a vowel.</li> <li>• commas in a list</li> <li>• apostrophes for singular possession and contraction</li> </ul>

<ul style="list-style-type: none"> <li>• homophones</li> <li>• ch (C and sh)</li> <li>• short I spelt y</li> <li>• suffix ian, ion</li> <li>• prefix re</li> <li>• prefix anti</li> <li>• super, sub</li> <li>• spells some words from the National Curriculum word list for Years 3 and 4</li> <li>• begins to use a dictionary to check spellings</li> <li>• can spell words using knowledge of word family</li> </ul>		<ul style="list-style-type: none"> <li>• in narratives, creating settings, characters and plot</li> <li>• in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> <li>• evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>• proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>• proof-read for spelling and punctuation errors</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• begin to use inverted commas</li> <li>• beginning to understand main and subordinate clauses</li> <li>• select words for effect</li> <li>• express time, place and cause using conjunctions and adverbials</li> <li>• increasing awareness of main and subordinate clauses</li> <li>• increasing awareness of a range of punctuation - inverted commas around direct speech, commas</li> <li>• awareness of the present perfect form of verbs</li> <li>• experiment with a varied and rich vocabulary</li> <li>• show an awareness of prepositions</li> <li>• use and understand the grammatical terminology: preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')</li> </ul>
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## Purpose of writing



Stories  
Descriptions  
Poetry  
Characters/settings  
Explanation



Explanations  
Recount  
Letter  
Biography  
Newspaper article



Advertising  
Letter  
Speech  
Poster




## Year 4– Progression in Writing

To write more confidently, developing ideas and writing at greater length. To have a growing ability to structure a range of texts, with a willingness to experiment with wider range of genres showing greater independence. To use of rich vocabulary learning from shared books and real-life experiences, with a developed use of synonyms. Writing should be joined and legible. Writing should show a wider range of punctuation showing an awareness of taught spelling rules. Children should begin to use dictionaries and thesauruses appropriately. As part of the editing process, children will confidently respond to feedback from self, peer or teacher editing their work to improve the content, the spelling, grammar structures, vocabulary and punctuation used in their writing

We deliver a high-quality handwriting (Write Well resources and the National Handwriting Association guidance) and spelling programmes (Write Well and Read, Write Inc.). During the writing process, we demonstrate use of spelling rules and common errors. We use a wide range of stimulus (including quality texts) to enthuse and motivate children to write. We develop vocabulary through discussion, direct teaching and real-life experiences. Through the editing process, marking and feedback, we celebrate children's achievements and make them aware of their next steps in order to make progress. We model and guide writing so the children can innovate a variety of text types. We encourage the pupils to independently develop their ideas and revise their writing. We provide the children the opportunities to write for different purposes and audiences. We demonstrate the planning process and how this is used to develop structured writing. We model a greater range of sentence types and punctuation showing the continuous editing process.

Transcription		Composition	
Spelling	Handwriting	Composition – structure and purpose	Vocabulary, grammar and Punctuation
<p>Pupils should be taught to spell:</p> <ul style="list-style-type: none"> <li>• prefixes – in, un, mis, dis</li> <li>• suffix – sure</li> <li>• short u ou</li> <li>• prefix auto</li> <li>• suffix ly</li> <li>• prefix inter</li> <li>• homophones</li> <li>• ay sound spelt eigh, ei, e</li> <li>• words ending in ous</li> <li>• s spelt sc</li> <li>• possessive apostrophes</li> <li>• words ending in – sion</li> <li>• prefix - il</li> <li>• c sound spelt - que and the g sound spelt – gue</li> <li>• homophones</li> <li>• adding ir</li> <li>• suffix ion</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• increase the legibility, consistency and quality of their handwriting [for example, 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].</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• plan effectively and create extended settings, characters and plot.</li> <li>• write non-narratives using appropriate organisational devices</li> <li>• make decisions about writing are based on awareness of audience and purpose.</li> <li>• choose of pronoun/noun</li> <li>• organise paragraphs around a theme and attempt to make simple links between paragraphs</li> <li>• discuss writing similar to that which they are planning to write, in order to learn from its structure, vocabulary and grammar.</li> <li>• assess the effectiveness of their own and others writing and suggests improvements, proofreading for spelling, grammar and punctuation errors</li> <li>• propose changes to vocabulary and grammar.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use fronted adverbials and demarcate with commas</li> <li>• use apostrophes for singular possession and contraction</li> <li>• understand the grammatical difference between the plural and possessive –s</li> <li>• use noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases</li> <li>• experiment with the position of main and subordinate clauses in sentences</li> <li>• use a range of conjunctions in an increasing range of sentence structures</li> <li>• use appropriate vocabulary for task, audience and purpose</li> <li>• use Standard English when writing to ensure grammatical accuracy</li> <li>• punctuate direct speech correctly.</li> <li>• identify parts of speech (possessive pronouns and determiners)</li> <li>• write with increasing grammatical accuracy and varied and rich vocabulary</li> <li>• use and understand the grammatical terminology: determiner pronoun, possessive pronoun adverbial</li> </ul>

<ul style="list-style-type: none"> <li>• spell words from the National Curriculum word list for Years 3 and 4</li> <li>• use the first 2 or 3 letters of a word to check its spelling in a dictionary</li> </ul>		<ul style="list-style-type: none"> <li>• read aloud their own writing controlling the tone and volume so that meaning is clear.</li> </ul>	
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<b>Purpose of writing</b>		
 <p>Stories Descriptions Poetry Characters/settings Explanation</p>	 <p>Explanations Recount Letter Biography Newspaper article</p>	 <p>Advertising Letter Speech Poster</p>


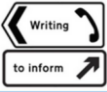




Writing process Stage 3 (Year 5 and 6)							
Planning	Setting expectations	Drafting	Evaluating and sharing	Revising	Editing	Publishing	Reflecting
<ul style="list-style-type: none"> <li>• Planning is fit for purpose and supports the writing process – is useful and succinct</li> <li>• Selecting and using frames, scaffolds, plans appropriate to the writing type and purpose</li> <li>• Evaluating effectiveness of plan during writing – making adaptations if needed</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying the purpose, audience and text type needed prior to writing</li> <li>• Make use of models and exemplar texts to support style, structure and organisation of own writing including models from own reading</li> <li>• Working to develop and improve personal targets and goals</li> </ul>	<ul style="list-style-type: none"> <li>• Text type, structure and organisation support the crafting of the writing</li> <li>• Plans are followed</li> <li>• Re-read sections throughout writing to ensure sense</li> <li>• Using own checklists to monitor writing</li> <li>• Sustained and consistent writing style and content</li> </ul>	<ul style="list-style-type: none"> <li>• Work individually / with peers to consider how well writing meets the purpose, audience and text type requirements</li> <li>• Reflect on the usefulness of plans and scaffolds used</li> <li>• Re-read own / others work identifying areas for improvement / clarification</li> <li>• Notice aspects of writing linked to own goals in need of attention</li> </ul>	<ul style="list-style-type: none"> <li>• Amend the content of writing considering feedback and self-evaluation</li> <li>• Experiment with word order, sentence length, vocabulary and formality to explore alternate ways of recording ideas</li> <li>• Crafting writing to make it more fit for purpose, easier for the reader to navigate or more impactful.</li> <li>• Reducing writing and presenting information in alternate way to aid clarity and succinctness</li> </ul>	<ul style="list-style-type: none"> <li>• Using strategies taught and resources as appropriate to check own work</li> <li>• Self-correcting careless spelling, grammar and punctuation mistakes</li> <li>• Re-reading text aloud to ensure cohesion and making edits to improve the overall flow of the text</li> </ul>	<ul style="list-style-type: none"> <li>• Make decisions around how individual texts are presented – including the use of devices to present information in a variety of ways</li> <li>• Explain their editorial choices when asked</li> <li>• Use the most suitable tools for the task</li> <li>• Handwriting is consistent, fluent, legible and has a recognisable style</li> </ul>	<ul style="list-style-type: none"> <li>• Justifies how well they think the completed piece of work is – with reasons</li> <li>• Compares how writing has developed from earlier work and what still needs to be improved</li> <li>• Considerer how writing could have been even better if.....</li> <li>• Identifies next steps and ways to start to tackle these</li> </ul>

				<ul style="list-style-type: none"> <li>• Talking about choices made, developing their author voice and originality of own writing</li> </ul>			
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<b>Year 5 Progression in Writing</b>			
<p>By the end of Year 5, the children will have the confidence to write for a range of purposes and at length. To have developed a wide range of vocabulary through direct teaching and independent reading and to have the confidence to apply it in their writing. To apply their knowledge of grammar, punctuation and spelling. To be motivated, enthusiastic writers who understand the purpose of their writing and have a consideration of audience. To have the stamina to produce fluent, joined handwriting reflecting their own style To be able to edit their own writing to improve content, word choices, grammar, punctuation and spelling and offer advice to others.</p>			
<p>We offer a high-quality structured spelling (taught through the Read, Write Inc spelling programme) and handwriting programme (Write Well resources and the National Handwriting Association guidance). We use a wide range of quality text and other stimuli to engage, enthuse and motivate children to write. To consider the children’s interests when selecting writing activities. Across all writing we model, demonstrate the tone, style and register to match the purpose form and audience of specific pieces of writing so that children are confident to deploy these in their own writing for maximum impact on the reader. We focus on vocabulary development through direct teaching and foster an environment where unknown words can be discussed and applied to achieve impact. We support children through the editing process, marking and feedback children are made aware of their achievements and their next steps in order to make progress.</p>			
Transcription		Composition	
Spelling	Handwriting	Composition – structure and purpose	Vocabulary, grammar and Punctuation
Pupils should be taught to spell:	Pupils should be taught to: <ul style="list-style-type: none"> <li>• write legibly and fluently and with</li> </ul>	Pupils should be taught to:	Pupils should be taught to: <ul style="list-style-type: none"> <li>• use relative clauses with/without a relative pronoun</li> </ul>

<ul style="list-style-type: none"> <li>• words with a silent b</li> <li>• words containing the letter string ough</li> <li>• words ending in ible/able and able/ ably</li> <li>• words with a silent t</li> <li>• words ending in ent and ence</li> <li>• homophones and other words that are often confused</li> <li>• Spell words with ei spelling pattern(ee)</li> <li>• homophones and other words that are often confused</li> <li>• Words ending in ant,ance,ancy, cious, tious, cial, tial</li> </ul>	<p>increasingly efficient speed and begin to develop their own style.</p> <ul style="list-style-type: none"> <li>• know what standard of handwriting is appropriate for a particular task i.e. notes, final versions, labelling a diagram, filling in forms</li> </ul>	<ul style="list-style-type: none"> <li>• use their own reading, what is listened to and what is seen as models to support the development of character, setting and atmosphere and effective vocabulary selection.</li> <li>• show a growing awareness of how authors develop character and setting, including through the use of dialogue</li> <li>• identify the audience for, and purpose of, the writing, selecting the appropriate form and uses other similar writing as models for their own</li> <li>• begin to summarise longer passages</li> <li>• use devices to build cohesion within and across paragraphs</li> <li>• link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly) or tense choices (e.g. he had seen her before) or build it around a topic sentence</li> <li>• edit own work and offers suggestions to others considers the impact and effect of vocabulary and</li> </ul>	<ul style="list-style-type: none"> <li>• select words for effect to support purpose and engage readers' interest</li> <li>• understand how words are related by meaning as synonyms and antonyms</li> <li>• use modal verbs and adverbs to indicate degrees of possibility</li> <li>• use brackets, dashes and commas to indicate parenthesis</li> <li>• use commas to clarify meaning or avoid ambiguity</li> <li>• choose vocabulary to complement purpose</li> <li>• use a thesaurus to refine word choice</li> <li>• use and understand the grammatical terminology: modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity</li> </ul>
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<ul style="list-style-type: none"> <li>• homophones and other words that are often confused</li> <li>• Spell some words from the National Curriculum Year 5 and 6 word list</li> </ul>		<p>grammar choices when re-reading own and others' writing</p> <ul style="list-style-type: none"> <li>• proof read own work for spelling and punctuation errors</li> </ul>	
 <p>Narrative Descriptions Poetry Characters/settings</p>	 <p>Report Recount Biography Newspaper article</p>	 <p>Advertising Letter Speech Campaign</p>	 <p>Balanced argument Newspaper article Review</p>

**Year 6 Progression in Writing**

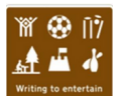
By the end of Year 6, the children will be able to independently and effectively write for a range of purposes in preparation for secondary school. To carefully select appropriate vocabulary developed throughout KS2. To apply their knowledge of grammar, punctuation and spelling from across KS2. To be motivated, enthusiastic writers who consistently consider purpose, audience and level of formality. They select relevant grammatical structures and use a range of devices to build cohesion. Their joined handwriting will reflect their own style. They can edit their own writing to improve content, word choices, grammar, punctuation and spelling and offer advice to others.

We offer a high-quality structured spelling and handwriting programme (Write Well Resources and the National Handwriting Association guidance). We use a wide range of quality text and other stimuli to engage, enthuse and motivate children to write. To consider the children's interests when selecting writing activities and allow opportunities for extended writing including self-directed writing. Across all writing we model, demonstrate the tone, style and register to match the purpose form and audience of specific pieces of writing so that children are confident to deploy these in their own writing for

maximum impact on the reader. We explore a high level and precise vocabulary ensuring a sophisticated understanding to achieve impact. We support children through the editing process, marking and feedback children are made aware of their achievements and their next steps in order to make progress.

Transcription		Composition	
Spelling	Handwriting	Composition – structure and purpose	Vocabulary, grammar and Punctuation
<p>Pupils will be taught spell:</p> <ul style="list-style-type: none"> <li>• homophones and other words that are often confused</li> <li>• words containing the letter string ough</li> <li>• words spelled ti, ci, si, ssi</li> <li>• words with silent letters</li> <li>• words containing the ei and ie sound</li> <li>• words ending in ible and able</li> <li>• Plural nouns</li> <li>• spell words from the National Curriculum word</li> </ul>	<p>Pupils will be taught:</p> <ul style="list-style-type: none"> <li>• Write legibly and fluently and with increasingly efficient speed. To choose the writing implement that is best suited to task.</li> </ul>	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>• take notes and develops initial ideas drawing on reading and research where necessary.</li> <li>• use further organisational and presentational devices to structure texts and guide the reader.</li> <li>• describe settings, character and atmosphere to good effect selecting appropriate vocabulary and grammar.</li> <li>• integrate dialogue to convey character and advance action.</li> <li>• write for a range of purposes and audiences, using suitable forms and features for different text</li> <li>• suggest changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</li> <li>• assess the effectiveness of their own and others writing and to ensure accuracy of spelling and</li> </ul>	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>• identify the subject and object within a sentence</li> <li>• use colons to introduce a list and semi colons within lists</li> <li>• use colons, semi colons and dashes to mark boundaries between independent clauses</li> <li>• know the difference between the active and passive voice and use the passive voice to effect the presentation of information in a sentence</li> <li>• vary length, structure and subject of sentences to extend meaning and interest the reader</li> <li>• punctuate bullet points consistently</li> <li>• use hyphens to avoid ambiguity</li> <li>• use expanded noun phrases to convey complicated information concisely</li> <li>• use a full range of punctuation appropriately and effectively to vary pace/create atmosphere including ellipsis</li> <li>• demonstrate appropriate use of vocabulary and grammar to suit both formal and informal situations and recognises the subjunctive form</li> </ul>

<p>list for Years 5 and 6</p> <ul style="list-style-type: none"> <li>• words containing the full range of spelling rules and patterns as listed in English Programme of Study for Key Stage 1 and 2 accurately</li> <li>• words using a hyphen to link a prefix to a root word</li> </ul>		<p>punctuation and the consistent and correct use of tense throughout a piece of writing</p> <ul style="list-style-type: none"> <li>• write making conscious links to reading.</li> <li>• link ideas across paragraphs using a wider range of cohesive devices and ellipsis to introduce, develop and conclude paragraphs appropriately</li> <li>• summarise longer passages.</li> </ul>	<ul style="list-style-type: none"> <li>• make appropriate choices of grammar and vocabulary to clarify meaning including use of a thesaurus</li> <li>• use and understand the grammatical terminology: subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points</li> </ul>
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Writing to entertain

Narrative  
 Descriptions  
 Poetry  
 Characters/settings



Writing to inform

Report  
 Recount  
 Biography  
 Newspaper article



Writing to persuade

Advertising  
 Letter  
 Speech  
 Campaign



Writing to discuss

Balanced argument  
 Newspaper article  
 Review