

Whitchurch Combined School – Progression in English (Writing)

Skills	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Transcription Children should:	<i>See separate EYFS document 'Developing Writing'</i>	Write from memory simple sentences dictated by the teacher that include GPCs and the common exception words taught so far	Write from memory simple sentences dictated by the teacher that include the GPCs and the common exception words and punctuation taught so far.	Write from memory simple sentences, dictated by the teacher, that include GPCs, spelling words and punctuation taught so far.	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.		
Handwriting Children should:		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 Accurately form capital letters and digits 0-9. Begin to understand which letters belong to which handwriting 'families' and to practise these. Produce recognisable letters and words which convey meaning and can be read by another person with some mediation	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 un-joined. 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 un-joined Increase the legibility, consistency and quality of their handwriting	Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined. Increase the legibility, consistency and quality of their handwriting	Decide whether or not to join specific letters. Choose the writing implement that is best suited for a task.	Decide whether or not to join specific letters. Choose the writing implement that is best suited for a task.
Contexts for writing Children should:		Write narratives about personal experiences and those of others (real and fictional)	Write narratives about personal experiences and those of others (real and fictional)	Discuss writing similar to that which they are planning to write in order to understand and learn from its structure,	Discuss writing similar to that which they are planning to write in order to understand and learn from its structure,	Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.	Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.

Whitchurch Combined School – Progression in English (Writing)

		Write about real events Write poetry Write for different purposes	Write about real events Write poetry Write for different purposes	vocabulary and grammar	vocabulary and grammar	In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed	In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed
Planning writing Children should:		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.	Discuss and record ideas. Compose and rehearse sentences orally (including dialogue), progressively building a varied vocabulary and an increasing range of sentence structures	Discuss and record ideas. Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an ever-increasing range of sentence structures	Note and develop initial ideas, drawing on reading and research where necessary. Use a planning format appropriate to the genre.	note and develop initial ideas, drawing on reading and research where necessary. Choose and use a planning format appropriate to the genre.
Drafting writing Children should:		Sequence sentences to form short narratives or simple non-fiction writing.	Write down ideas and/or key words, including new vocabulary Write to encapsulate what they want to say, sentence by sentence.	Organise paragraphs around a theme in narratives. Create settings, characters and plot. In non-narrative material, use simple organisational devices (headings & subheadings)	Organise paragraphs around a theme in narratives. Create settings, characters and plot in non-narrative material. Use simple organisational devices (headings & subheadings)	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. Use a wide range of devices to build cohesion within and across paragraphs. Use further organisational and presentational	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. Use a wide range of devices to build cohesion within and across paragraphs. Use further organisational and presentational

Whitchurch Combined School – Progression in English (Writing)

						devices to structure texts and to guide the reader	devices to structure texts and to guide the reader
Editing writing Children should:		<p>Re-read what they have written to check that it makes sense.</p> <p>Make changes where necessary.</p> <p>Discuss what they have written with an adult or other pupils</p>	<p>Evaluate their writing with the teacher (TA) and other pupils. Re-read to check that their writing makes sense and that verbs are in a suitable tense.</p> <p>Proofread to check for errors in (taught) spelling, grammar and punctuation.</p>	<p>Begin to assess the effectiveness of their own and others' writing and suggest improvements.</p> <p>Begin to propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Develop proofreading skills for spelling and punctuation errors.</p>	<p>Assess the effectiveness of their own and others' writing and suggest improvements.</p> <p>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Proofread for spelling and punctuation errors.</p>	<p>Assess the effectiveness of their own and others' writing. Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Ensure the consistent and correct use of tense throughout a piece of writing</p> <p>Ensure correct subject and verb agreement when using singular and plural.</p> <p>Proofread for grammar, spelling and punctuation errors</p>	<p>Assess the effectiveness of their own and others' writing. Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Ensure the consistent and correct use of tense throughout a piece of writing</p> <p>Ensure correct subject and verb agreement when using singular and plural.</p> <p>Distinguish between the language of speech and writing.</p> <p>Check the register is appropriate.</p> <p>Proofread for spelling and punctuation errors</p>
Performing writing Children should:		<p>Read their writing aloud clearly enough to be heard by their peers and the teacher (TA).</p>	<p>Read aloud what they have written with appropriate intonation to show they understand what has been written.</p>	<p>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.</p>	<p>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.</p>	<p>Read their own compositions, using appropriate intonation, volume, and actions / movement so that meaning is clear.</p>	<p>Read their own compositions, using appropriate intonation, volume, and actions / movement so that meaning is clear.</p>

Whitchurch Combined School – Progression in English (Writing)

Vocabulary Children should:		<p>Leave spaces between words.</p> <p>Join words and clauses using "and"</p> <p>Use familiar adjectives to add detail eg: red apple, bad wolf</p>	<p>Use expanded noun phrases to describe.</p> <p>Attempt some varied vocab and use some varied sentence openings eg: time and place adverbials</p>	<p>Extend the range of sentences with more than one clause by using an increasingly wider range of conjunctions, including when, if, after, before.</p> <p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>Use words and phrases 'magpied' from text explored during the writing process.</p>	<p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, after, before, although, while whenever.</p> <p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Use words and phrases 'magpied' from text explored during the writing process.</p>	<p>Use a thesaurus to find appropriate synonyms.</p> <p>Use expanded noun phrases to convey complicated information concisely.</p> <p>Use modal verbs or adverbs to indicate degrees of possibility.</p> <p>Use a wider range of figurative language for description</p>	<p>Use a thesaurus to find appropriate synonyms.</p> <p>Use expanded noun phrases and pre and post-modification to convey complicated information concisely.</p> <p>Use modal verbs or adverbs to indicate degrees of possibility.</p> <p>Use figurative language for description and to have an impact on the reader.</p>
Grammar Children should: (See Grammar & Punctuation non-negotiables)		<p>Use regular plural noun suffixes (-s, -es).</p> <p>Use verb suffixes where root word is unchanged (-ing, -ed, -er).</p> <p>Use the un- prefix to change meaning of adjectives / adverbs.</p> <p>Combine words to make sentences, including using 'and'.</p> <p>Sequence sentences to form short narratives. Separate words with spaces.</p>	<p>Use coordination (using: or, and, but)</p> <p>Use commas in lists</p> <p>Use sentences with different forms: statement, question, exclamation, command.</p> <p>Use subordination (using: when, if, that, because)</p> <p>Use apostrophes for omission & singular possession</p> <p>Use the present and past tenses correctly and consistently including the progressive form.</p> <p>Use extended simple sentences eg:</p>	<p>Use the present perfect form of verbs in contrast to the simple past tense.</p> <p>Form nouns using prefixes.</p> <p>Use the correct form of 'a' or 'an'.</p> <p>Use word families based on common words (solve, solution, dissolve, insoluble)</p> <p>Use fronted adverbials.</p> <p>Use conjunctions, adverbs and prepositions to express time and cause.</p>	<p>Use the present perfect form of verbs in contrast to the simple past tense.</p> <p>Form nouns using prefixes.</p> <p>Use the correct form of 'a' or 'an'.</p> <p>Use word families based on common words (solve, solution, dissolve, insoluble)</p> <p>Use fronted adverbials.</p> <p>Use conjunctions, adverbs and prepositions to express time and cause.</p>	<p>Use the perfect form of verbs to mark relationships of time and cause.</p> <p>Use relative clauses beginning <i>with who, which, where, when, whose, that</i> with an implied (ie omitted) relative pronoun.</p> <p>Convert nouns or adjectives into verbs.</p> <p>Use verb prefixes</p> <p>Use devices to build cohesion, including adverbials of time, place and manner.</p>	<p>Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.</p> <p>Use passive verbs to affect the presentation of information in a sentence.</p> <p>Use the perfect form of verbs to mark relationships of time and cause.</p> <p>Understand and use differences in informal and formal language.</p>

Whitchurch Combined School – Progression in English (Writing)

			<p>including adverbs and adjectives to add interest.</p> <p>Use some features of written Standard English.</p> <p>Learn how to use selected grammar for Year 2</p> <p>Use and understand grammatical terminology when discussing writing.</p>	<p>Learn, use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p>	<p>Learn, use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p>		<p>Understand synonyms & antonyms</p> <p>Use further cohesive devices such as grammatical connections and adverbials.</p> <p>Use ellipsis.</p>
<p>Punctuation Children should:</p> <p><i>(See Grammar & Punctuation non-negotiables)</i></p>		<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, the days of the week, and the personal pronoun 'I'.</p>	<p>Develop confident understanding of how to use familiar and new punctuation correctly: Full stops and capital letters, question marks and commas in a list.</p> <p>Use apostrophes for contracted form and for singular possession.</p>	<p>Use commas after fronted adverbials.</p> <p>Indicate possession by using the possessive apostrophe with singular and plural nouns.</p> <p>Use and punctuate direct speech (including punctuation within and surrounding inverted commas).</p>	<p>Use commas after fronted adverbials.</p> <p>Indicate possession by using the possessive apostrophe with singular and plural nouns.</p> <p>Use and punctuate direct speech (including punctuation within and surrounding inverted commas).</p>	<p>Use commas to clarify meaning or avoid ambiguity in writing.</p> <p>Use brackets, dashes or commas to indicate parenthesis</p>	<p>Use hyphens to avoid ambiguity.</p> <p>Use semi-colons, colons or dashes to mark boundaries between main clauses.</p> <p>Use a colon to introduce a list.</p> <p>Punctuate bullet points consistently.</p>
<p>Grammar & Punctuation Terminology</p>		<p>singular plural sentence punctuation full stop question mark exclamation mark</p>	<p>noun noun phrase statement question exclamation command compound adjective verb suffix adverb tense (past, present) apostrophe comma</p>	<p>adverb preposition conjunction prefix main clause subordinate clause direct speech consonant vowel inverted commas (or 'speech marks')</p>	<p>determiner pronoun possessive pronoun adverbial</p>	<p>modal verb relative pronoun relative clause parenthesis bracket dash cohesion ambiguity bullet point</p>	