

## Balcombe C of E Primary School English Progression – Writing



<b>EYFS – English Writing</b>	
<b>Three to four year olds</b>	<b>Reception</b>
<ul style="list-style-type: none"><li>• 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</li><li>• Write some or all of their name</li><li>• Write some letters accurately</li></ul>	<ul style="list-style-type: none"><li>• Form lower case and capital letters correctly</li><li>• Spell words by identifying the sounds and then writing the sound with the letter/s</li><li>• Write short sentences with words with known letter-sound correspondences using a capital letter and full stop</li><li>• Re-read what they have written to check it makes sense</li></ul>
<b>ELG</b>	
<ul style="list-style-type: none"><li>• Write recognisable letters, most of which are correctly formed</li><li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters</li><li>• Write simple phrases and sentences that can be read by others</li></ul>	

Year 1 – English Writing	
Composition	Spelling and Handwriting
<p><b>Pupils should be taught to write sentences by:</b></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><b>EVALUATE</b></p> <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>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>- spell words containing each of the 40+ phonemes already taught</li> <li>- spell common exception words</li> <li>- spell the days of the week</li> <li>- name the letters of the alphabet in order</li> <li>- use letter names to distinguish between alternative spellings of the same sound</li> <li>- add prefixes and suffixes:</li> <li>- use the spelling rule for adding -s or -es as the plural marker for nouns and third person singular marker for verbs</li> <li>- use the prefix un-</li> <li>- use -ing, -ed, -er and -est where no change is needed in the spelling of root words [ie, helping, helped, helper, eating, quicker, quickest]</li> <li>- apply simple spelling rules, as listed in Appendix 1</li> </ul> <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>- sit correctly at a table, holding a pencil comfortably and correctly</li> <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' (ie, letters that are formed in similar ways) and to practise these.</li> </ul>

Year 2 - English Writing	
Composition	Spelling and Handwriting
<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>- develop positive attitudes and stamina for writing by tackling a range of genres</li> <li>- write narratives about personal experiences and those of others (real and fictional)</li> <li>- write about real / current events</li> <li>- write poetry</li> <li>- write for different purposes</li> </ul> <p><b>PLAN</b></p> <ul style="list-style-type: none"> <li>- consider what they are going to write before beginning:</li> <li>- plan or say out loud what they are going to write about</li> <li>- write down ideas and/or key words, including new vocabulary</li> <li>- encapsulate what they want to say, sentence by sentence</li> </ul> <p><b>EVALUATE</b></p> <ul style="list-style-type: none"> <li>- make simple additions, revisions and corrections to their own writing:</li> <li>- evaluate their writing with the teacher and other pupils</li> <li>- re-read to check that their writing makes sense and that verbs are used correctly and consistently</li> <li>- proof-read to check for errors in spelling, grammar and punctuation</li> <li>- read aloud their writing, with appropriate intonation to make the meaning clear</li> </ul>	<p><b>Pupils should be taught:</b></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 and learn some words with each spelling, including a few common homophones</li> <li>- learn to spell common exception words</li> <li>- learn to spell more words with contracted forms</li> <li>- learn 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</li> <li>- apply spelling rules and guidance, as listed in Appendix 1</li> <li>- write from memory simple sentences dictated by the teacher that include words using the using the Grapheme Phoneme Correspondences and common exception words taught so far.</li> </ul> <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>- form lower-case letters of the correct size relative to one another</li> <li>- 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</li> <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>

Year 3 - English Writing	
Composition	Spelling and Handwriting
<p><b>Pupils should be taught to:</b></p> <p><b>PREPARE/PLAN</b></p> <ul style="list-style-type: none"> <li>- discuss similar writing /texts in order to learn new ideas for structure, vocabulary and grammar</li> <li>- discuss and record ideas informally before writing initial draft</li> <li>- compose and rehearse sentences orally (including dialogue)</li> </ul> <p><b>DRAFT</b></p> <ul style="list-style-type: none"> <li>- build a varied and rich vocabulary linked to <i>GPS</i> and an increasing range of sentence structures</li> <li>- introduce use of paragraphs linked to themes in writing</li> <li>- in narratives, create settings, characters and plot</li> <li>- in non-narrative writing, use simple organisational devices [ie, headings and sub-headings]</li> </ul> <p><b>EVALUATE</b></p> <ul style="list-style-type: none"> <li>- assess the effectiveness of own and others' writing</li> <li>- suggest improvements, ie changes to grammar and vocabulary to reflect consistent application of knowledge, with support</li> <li>- proof-read for spelling and punctuation errors</li> <li>- read aloud to a group or whole class - begin to use appropriate intonation and control the tone and volume so that the meaning is clear</li> </ul>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>- use further prefixes and suffixes and understand how to add them (Appendix 1)</li> <li>- spell simple homophones - there, their, they're, too, to, two, where, wear</li> <li>- spell common words that are often misspelt (Appendix 1)</li> <li>- use the first two or three letters of a word to check its spelling in a dictionary</li> <li>- write from memory simple sentences, dictated by the teacher that includes words and punctuation taught so far</li> </ul> <p><b>Adding suffixes beginning with vowels to words of more than one syllable:</b></p> <ul style="list-style-type: none"> <li>- doubling the consonant, forgotten</li> <li>- the i sound as 'y' as in gym</li> <li>- the u sound as ou as in touch</li> <li>- -ation, -ly</li> <li>- -sure, -ture, -er</li> <li>- -sion, -tion</li> </ul> <p><b>Adding prefix:</b></p> <ul style="list-style-type: none"> <li>- un, dis, mis where they have negative meanings</li> <li>- ch as in chorus and in chef</li> <li>- ei, -eigh, - ey</li> </ul> <p><b>Pupils should be taught to:</b></p> <p>Continue to practise correct letter formation to develop speed and consistency</p> <ul style="list-style-type: none"> <li>- use the diagonal and horizontal strokes that are needed to join letter</li> <li>- understand which letters, when adjacent to one another, are best left unjoined</li> <li>- increase the legibility, consistency and quality of their handwriting</li> <li>- ensure that the downstrokes of letters are parallel and equidistant - ensure that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch</li> </ul>

Year 4 - English Writing	
Composition	Spelling and Handwriting
<p><b>Pupils should be taught to:</b></p> <p><b>PREPARE/PLAN</b></p> <ul style="list-style-type: none"> <li>- discuss similar writing /texts in order to learn new ideas for structure, vocabulary and grammar</li> <li>- compare different genres of writing to explore differences and similarities</li> <li>- link to own experiences to compose texts for specific purpose / audience</li> </ul> <ul style="list-style-type: none"> <li>- discuss and record ideas in detail before writing initial draft</li> <li>- compose and rehearse sentences orally (including dialogue)</li> <li>- build a varied and rich vocabulary linked to <i>GPS</i></li> <li>- develop an increasing range of sentence structures</li> </ul> <p><b>DRAFT</b></p> <ul style="list-style-type: none"> <li>- organise paragraphs around a theme</li> <li>- in narratives, create settings, characters and plot using models from own reading experiences</li> <li>- in non-narrative writing, use simple organisational devices [ie, headings and sub-headings]</li> </ul> <p><b>EVALUATE</b></p> <ul style="list-style-type: none"> <li>- assess the effectiveness of own and others' writing linked to improving skills</li> <li>- suggest improvements, ie changes to grammar and vocabulary to improve consistency</li> <li>- proof-read independently for spelling and punctuation errors</li> <li>- read aloud confidently to a group or whole class - use appropriate intonation and control the tone and volume so that the meaning is clear</li> </ul>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>- use further prefixes and suffixes and understand how to add them (Appendix 1)</li> <li>- spell further homophones, including near homophones, effect, affect</li> <li>- spell common words that are often misspelt (Appendix 1)</li> <li>- place the possessive apostrophe accurately in words with regular plurals [ie, girls', boys'] and in words with irregular plurals [ie, children's]</li> <li>- use the first two or three letters of a word to check its spelling in a dictionary</li> <li>- write from memory simple sentences, dictated by the teacher that includes words and punctuation taught so far</li> </ul> <p><b>Adding prefixes:</b></p> <ul style="list-style-type: none"> <li>- -im-, re-, sub-, inter-, super-, anti-, auto</li> </ul> <p><b>Adding suffixes:</b></p> <ul style="list-style-type: none"> <li>- -ous</li> <li>- -tion, -sion, -ssion, -cian</li> </ul> <p><b>Spelling patterns</b></p> <ul style="list-style-type: none"> <li>-gue, -que</li> <li>sc - science</li> </ul> <p><b>Pupils should be taught to:</b></p> <p>Apply knowledge of letter formation to produce consistently well formed and effective handwriting</p> <ul style="list-style-type: none"> <li>- use the diagonal and horizontal strokes that are needed to join letter</li> <li>- understand which letters, when adjacent to one another, are best left unjoined</li> <li>- increase the legibility, consistency and quality of their handwriting</li> <li>- ensure that the downstrokes of letters are parallel and equidistant - ensure that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch</li> </ul>

Year 5 - English Writing	
Composition	Spelling and Handwriting
<p><b>Pupils should be taught to:</b></p> <p><b>PREPARE/PLAN</b></p> <ul style="list-style-type: none"> <li>- identify audience and purpose</li> <li>- select appropriate form, use similar writing as model</li> <li>- note and develop initial ideas, drawing on reading and research</li> <li>- consider how authors develop characters and settings</li> </ul> <p><b>DRAFT</b></p> <ul style="list-style-type: none"> <li>- select appropriate grammar and vocabulary, showing how meaning can be enhanced</li> <li>- describe settings, characters and atmosphere</li> <li>- integrate dialogue to convey character and advance the action</li> <li>- begin to use a wide range of devices to build cohesion across paragraphs</li> <li>- use organisational and presentational devices to structure text and guide the reader</li> </ul> <p><b>EVALUATE</b></p> <ul style="list-style-type: none"> <li>- begin to assess the effectiveness of own and others' writing - propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - ensure the consistent and correct use of tense throughout</li> <li>- ensure correct subject and verb agreement, singular and plural - distinguish between language of direct and indirect speech and writing</li> <li>- proof-read for spelling / punctuation errors</li> <li>- perform own compositions, use appropriate intonation, volume and movement so that meaning is clear</li> </ul>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>- use further prefixes and suffixes and understand the guidance for adding them</li> <li>- continue to distinguish between homophones and other words which are often confused</li> <li>- use dictionaries to check the spelling and meaning of words</li> <li>- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>- use a thesaurus</li> </ul> <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>- write legibly, fluently and with increasing speed - choose which shape of a letter to use when given choices</li> <li>- decide whether or not to join specific letters - choose the writing implement that is best suited for a task</li> </ul>

Year 6 - English Writing	
Composition	Spelling and Handwriting
<p>Pupils should be taught to:</p> <p><b>PREPARE/PLAN</b></p> <ul style="list-style-type: none"> <li>- identify audience and purpose</li> <li>- select appropriate form, use similar writing as a model</li> <li>- note and develop initial ideas, drawing on reading and research</li> <li>- consider how authors develop characters and settings</li> </ul> <p><b>DRAFT</b></p> <ul style="list-style-type: none"> <li>- select appropriate grammar and vocabulary, showing how meaning can be enhanced</li> <li>- describe settings, characters and atmosphere</li> <li>- integrate dialogue to convey character and advance the action</li> <li>- précis longer passages</li> <li>- continue to use a wide range of devices to build cohesion across paragraphs</li> <li>- continue to use organisational and presentational devices to structure text and guide the reader</li> </ul> <p><b>EVALUATE</b></p> <ul style="list-style-type: none"> <li>- assess the effectiveness of own and others' writing</li> <li>- propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>- ensure the consistent and correct use of tense throughout</li> <li>- ensure correct subject and verb agreement, singular and plural</li> <li>- continue to distinguish between language of direct and indirect speech and writing</li> <li>- proof-read for spelling / punctuation errors</li> <li>- publish and perform own compositions, use appropriate intonation, volume and movement so that meaning is clear by differentiating genres</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- spell some words with 'silent' letters [ie, knight, psalm, solemn]</li> <li>- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1</li> <li>- use dictionaries to check the spelling and meaning of words</li> <li>- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>- use a thesaurus</li> </ul> <p>Pupils should be taught to:</p> <p>Continue to:</p> <ul style="list-style-type: none"> <li>- write legibly, fluently and with increasing speed by</li> <li>- choose which shape of a letter to use when given choices</li> <li>- decide whether or not to join specific letters</li> <li>- choose the writing implement that is best suited for a task</li> </ul>