

St Luke's CE Primary School



Progression of Skills in Writing

The *Progression in Writing* statements relate to the age appropriate skills, knowledge and understanding for each year group. This developmental and progressive learning will support pupils in becoming effective and reflective independent writers.

The statements have been identified primarily from the National Curriculum 2014 programmes of study.

The statements help to focus whole class teaching. Taught in the context of lively, engaging and creative units of work, underpinned by the *Write Stuff* scheme, they help to ensure that pupils make progress as writers. Sometimes pupils' writing is linked to other areas of study being developed in class, for example a period in history or some scientific understanding. At other times, writing is inspired by high quality texts read and discussed in class.

Teaching ensure that skills are modelled and scaffolded and that pupils are given opportunities to apply them in a range of different contexts. Pupils will practise applying their learning during independent writing and have regular opportunities to reflect on how well they have done.

Writing skills are then regularly applied across the curriculum.

Progression in Writing: Reception

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas.

This document demonstrates which early years outcomes are prerequisite skills for writing within the EYFS curriculum. The table below outlines the most relevant early years outcomes from 30-50 months to ELG, brought together from different areas of the Early Years Foundation Stage to match the programme of study for writing.

The most relevant early years outcomes for writing are taken from the following areas of learning:

- Communication and Language
- Physical Development
- Literacy
- Expressive Arts and Design

Early writing skills are taught from the start of reception, using the Read Write Inc (RWI) scheme that continues in Y1. These are practised and reinforced in continuous provision activities.

Writing: Transcription Spelling

Phonics and Spelling Rules

40-60 Months	Literacy	Writing	<ul style="list-style-type: none">• To continue a rhyming string.• To hear and say the initial sound in words.• To segment the sounds in simple words and blend them together.• To link sounds to letters, naming and sounding the letters of the alphabet.
ELG	Literacy	Writing	<ul style="list-style-type: none">• To use their phonic knowledge to write words in ways which match their spoken sounds.

Common Exception Words

ELG	Literacy	Writing	<ul style="list-style-type: none">• To write some irregular common words.
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Writing: Transcription Handwriting

Letter Formation, Placement and Positioning

30-50 Months	Physical Development	Moving and Handling	<ul style="list-style-type: none"> To draw lines and circles using gross motor movements. To use one-handed tools and equipment, e.g. make snips in paper with child scissors. To hold a pencil between thumb and two fingers, no longer using whole-hand grasp. To hold a pencil near point between first two fingers and thumb, and use it with good control. To copy some letters, e.g. letters from their name.
	Literacy	Writing	<ul style="list-style-type: none"> To sometimes give meaning to marks as they draw and paint.
	Expressive Arts and Design	Exploring and Using Media and Materials	<ul style="list-style-type: none"> To realise tools can be used for a purpose.
40-60 Months	Physical Development	Moving and Handling	<ul style="list-style-type: none"> To show a preference for a dominant hand. To begin to use anticlockwise movement and retrace vertical lines. To begin to form recognisable letters. To use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.
	Literacy	Writing	<ul style="list-style-type: none"> To give meaning to marks they make as they draw, write and paint. To use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.

Writing: Composition

Planning, Writing and Editing

30-50 Months	Communication and Language	Speaking	<ul style="list-style-type: none"> To speak to retell a simple past event in correct order. For example, 'I went down the slide'. To use talk to connect ideas, explain what is happening and anticipate what might happen next. Recall and relive past experiences. To use talk in pretending that objects stand for something else in play. For example, 'this box is my castle'.
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	Expressive Arts and Design	Being Imaginative	<ul style="list-style-type: none"> • To engage in imaginative roleplay based on own first-hand experiences. • To build stories around toys, e.g. farm animals needing rescuing from an armchair 'cliff'. • To capture experience and response with a range of media, such as music, dance and paint and other materials or words.
40-60 Months	Communication and Language	Speaking	<ul style="list-style-type: none"> • To link statements and stick to a main theme or intention. • To use talk to organise, sequence and clarify thinking, ideas, feelings and events. • To introduce a storyline or narrative into their play.
	Literacy	Writing	<ul style="list-style-type: none"> • To write own name and other things such as labels, captions. • To attempt to write short sentences in meaningful contexts.
	Expressive Arts and Design	Being Imaginative	<ul style="list-style-type: none"> • To play cooperatively as part of a group to develop and act out a narrative.
ELG	Communication and Language	Speaking	<ul style="list-style-type: none"> • To develop their own narratives and explanations by connecting ideas or events.
	Literacy	Writing	<ul style="list-style-type: none"> • To write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.
Awareness of Audience, Purpose and Structure			
30-50 Months	Communication and Language	Speaking	<ul style="list-style-type: none"> • To use vocabulary focused on objects and people that are of particular importance to them. • To build up vocabulary that reflects the breadth of their experiences.
40-60 Months	Communication and Language	Speaking	<ul style="list-style-type: none"> • To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. • To use language to imagine and recreate roles and experiences in play situations.
ELG	Communication and Language	Speaking	<ul style="list-style-type: none"> • To express themselves effectively, showing awareness of listeners' needs.

Writing: Vocabulary, Grammar and Punctuation

Sentence Construction and Tense

30-50 Months	Communication and Language	Understanding	<ul style="list-style-type: none">To begin to understand 'why' and 'how' questions.
		Speaking	<ul style="list-style-type: none">To question why things happen and give explanations and ask questions e.g. who, what, when, how.To use a range of tenses in speech For example, play, playing, will play, played.
ELG	Communication and Language	Speaking	<ul style="list-style-type: none">To answer 'how' and 'why' questions about their experiences and in response to stories or events.To use past, present and future forms accurately when talking about events that have happened or are to happen in the future.

Use of Phrases and Clauses

30-50 Months	Communication and Language	Speaking	<ul style="list-style-type: none">To begin to use more complex sentences to link thoughts when speaking, e.g. using 'and' and 'because'.
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Use of Terminology

30-50 Months	Communication and Language	Understanding	<ul style="list-style-type: none">To show an understanding of prepositions, such as 'under', 'on top', 'behind', by carrying out an action or selecting correct picture.
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Progression in Writing: Year 1

Composition		Transcription	
Vocabulary, grammar and punctuation	Composition	Spelling	Handwriting
<ul style="list-style-type: none"> Say, and hold in memory whilst writing, simple sentences which make sense. Write simple sentences that can be read by themselves and others. Separate words with spaces. Use punctuation to demarcate simple sentences (capital letters and full stops). Use capital letter for the personal pronoun <i>I</i>. Use capital letters for names of people, places and days of the week. Identify and use question marks and exclamation marks. Use the joining word <i>and</i> to link words and clauses. Extend range of joining words to link words and clauses using <i>but</i> and <i>or</i>. Make singular nouns plural using 's' and 'es', e.g. <i>dog, dogs; wish, wishes</i>. Add suffixes to verbs where no spelling change is needed to the root word e.g. <i>helping, helped, helper</i>. Add the prefix 'un' to verbs and adjectives to change the meaning e.g. <i>untie, unkind</i>. 	<p>Planning</p> <ul style="list-style-type: none"> Orally plan and rehearse ideas. Sequence ideas and events in narrative. Sequence ideas and events in non-fiction. Use familiar plots for structuring the opening, middle and end of their stories. <p>Drafting and Writing</p> <ul style="list-style-type: none"> Orally compose every sentence before writing. Re-read every sentence to check it makes sense. Compose and sequence their own sentences to write short narratives. Compose and sequence their own sentences to write short non-fiction texts, e.g. <i>recounts, information texts, instructions</i>. Use formulaic phrases to open and close texts. Write in different forms with simple text type features e.g. <i>instructions, narratives, recounts, poems, information texts</i>. <p>Evaluating and Editing</p> <ul style="list-style-type: none"> Discuss their writing with adults and peers. <p>Performing</p> <ul style="list-style-type: none"> Read aloud their writing audibly to adults and peers. 	<ul style="list-style-type: none"> Spell words using the 40+ phonemes already taught, including making phonically plausible attempts at more complex words. Spell words with the sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck, e.g. <i>off, well, miss, buzz, back</i>. Spell words with the /r/sound spelt n before k, e.g. <i>bank, think</i>. Divide words into syllables, e.g. <i>pocket</i>. Spell words with -tch, e.g. <i>catch, fetch, kitchen, notch, hutch</i>. Spell words with the /v/ sound at the end of words, e.g. <i>have, live, give</i>. Add s and es to words, e.g. <i>thanks, catches</i>. Add the endings -ing, -ed and -er to verbs where no change is needed to the root word. Add -er and -est to adjectives where no change is needed to the root word. Spell words with vowel digraphs. Spell words with vowel trigraphs. Spell words ending -y (/i:/ or /I/), e.g. <i>happy</i>. Spell words with new consonant spellings ph and wh, e.g. <i>dolphin, wheel</i>. Spell words using k for the /k/ sound, e.g. <i>Kent</i>. Add the prefix -un. Spell compound words, e.g. <i>farmyard, bedroom</i>. Spell common exception words (see below). Spell days of the week. Name the letters of the alphabet in order. Use letter names to distinguish between alternative spellings of the same sound. Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. 	<ul style="list-style-type: none"> Sit correctly at a table and hold a pencil correctly. Hold a pencil with an effective grip. Form lower-case letters correctly – <i>starting and finishing in the right place, going the right way round, correctly oriented</i>. Form digits 0-9 correctly. Practise forming letters in handwriting families: <ul style="list-style-type: none"> 'Long ladders' – i, j, l, t, u, 'One armed robots' – b, h, m, n, p, r 'Curly caterpillars' – c, a, d, e, g, o, q, f, s Zig-zag letters – k, v, w, x, y, z Have clear ascenders (<i>tall letters</i>) and descenders (<i>tails</i>). Form capital letters correctly.

Progression in Writing: Year 2

Composition		Transcription	
Vocabulary, grammar and punctuation	Composition	Spelling	Handwriting
<p>As above and:</p> <ul style="list-style-type: none"> ▪ Say, write and punctuate simple and compound sentences using the joining words <i>and</i>, <i>but</i>, <i>so</i> and <i>or</i> (co-ordination). ▪ Use sentences with different forms: statement, question, command, exclamation. ▪ Secure the use of full stops, capital letters, exclamation marks and question marks. ▪ Use commas to separate items in a list. ▪ Use apostrophes for contracted forms e.g. <ul style="list-style-type: none"> ▪ <i>don't, can't, wouldn't, you're, I'll.</i> ▪ Use apostrophes for singular possession in nouns, e.g. <i>the girl's name.</i> ▪ Use subordination for time using <i>when, before</i> and <i>after</i> e.g. <i>We went out to play when we had finished our writing. When we had finished our writing, we went out to play.</i> ▪ Use subordination for reason using <i>because</i> and <i>if</i> e.g. <i>I put my coat on because it was raining. Because it was raining, I put on my coat.</i> ▪ Use the subordinating conjunction <i>that</i> in a sentence, e.g. <i>I hope that it doesn't rain on sports day.</i> ▪ Select, generate and effectively use verbs. ▪ Explore the progressive form of verbs in the present tense (e.g. <i>she is drumming</i>) and past tense (e.g. <i>he was shouting</i>) to mark actions in progress. ▪ Use past tense for narrative, recount (e.g. <i>diary, newspaper report, biography</i>) historical reports. ▪ Use present tense for non-chronological reports and persuasive adverts. ▪ Select, generate and effectively use nouns. ▪ Add suffixes <i>ness</i> and <i>er</i> to create nouns e.g. <ul style="list-style-type: none"> ▪ <i>happiness, sadness, teacher, baker.</i> 	<p>As above and:</p> <p>Planning</p> <ul style="list-style-type: none"> ▪ Plan and discuss what to write about e.g. <i>story mapping, collecting new vocabulary, key words and ideas.</i> <p>Drafting and Writing</p> <ul style="list-style-type: none"> ▪ Orally rehearse each sentence prior to writing. ▪ Develop a positive attitude to writing. ▪ Develop stamina for writing in order to write a length. ▪ Write about real and fictional events. ▪ Write simple poems based on models. ▪ Make simple notes from non-fiction texts, e.g. highlighting and noting key words. ▪ Use specific text type features to write for a range of audiences and purposes e.g. <i>to instruct, inform, entertain, explain, discuss, persuade.</i> <p>Evaluating and Editing</p> <ul style="list-style-type: none"> ▪ Edit and improve own writing in relation to audience and purpose. ▪ Evaluate their writing with adults and peers. ▪ Proofread to check for errors in spelling, grammar and punctuation. ▪ Proofread to check for correct form of verbs within sentences, e.g. correcting <i>he walking to the shop</i> to <i>he walked to the shop.</i> <p>Performing</p> <ul style="list-style-type: none"> ▪ Read aloud their writing with intonation to make the meaning clear. 	<p>As above and:</p> <ul style="list-style-type: none"> ▪ Segment spoken words into phonemes and represent these by graphemes, spelling many correctly. ▪ Learn new ways of spelling phonemes for which one or more spellings are already known. ▪ Learn to spell common exception words (see below). ▪ Learn to spell more words with contracted forms, e.g. <ul style="list-style-type: none"> ▪ <i>can't, didn't, hasn't, couldn't, it's, I'll.</i> ▪ Learn the possessive apostrophe (singular), e.g. <i>the girl's book.</i> ▪ To spell correctly, distinguish between homophones (e.g. <i>here</i> and <i>hear</i>; <i>sea</i> and <i>see</i>; <i>bear</i> and <i>bare</i>; <i>night</i> and <i>knight</i>) and near-homophones (e.g. <i>quite</i> and <i>quiet</i>; <i>one</i> and <i>won</i>; <i>are</i> and <i>our</i>). ▪ Add suffixes <i>ness</i> and <i>er</i> e.g. <i>happiness, sadness, teacher, baker.</i> ▪ Add suffix <i>ment</i> to spell longer words, e.g. <i>enjoyment.</i> ▪ Add suffixes <i>ful</i> and <i>less</i> e.g. <i>playful, careful, careless, hopeless.</i> ▪ Use suffixes <i>er</i> and <i>est</i> e.g. <i>faster, fastest, smaller, smallest.</i> ▪ Use suffix <i>ly</i> e.g. <i>slowly, gently, carefully.</i> <p>Spell words with:</p> <ul style="list-style-type: none"> ▪ the /dʒ/ sound spelt as <i>ge</i> and <i>dge</i> at the end (e.g. <i>age, badge</i>), and spelt as <i>g</i> elsewhere (e.g. <i>magic, giant</i>). ▪ the /s/ sound spelt <i>c</i> before <i>e, i</i> and <i>y</i>, e.g. <i>ice, cell</i> ▪ the /n/ sound spelt <i>kn</i> and <i>gn</i> at the beginning, e.g. <i>knee, gnat.</i> ▪ the /j/ sound spelt <i>wr</i> at the beginning e.g. <i>wrote, wrong.</i> ▪ the /l/ or /al/ sound spelt <i>-le</i> at the end of words, e.g. <i>table, apple.</i> ▪ the /l/ or /al/ sound spelt <i>-el</i> at the end of words, e.g. <i>camel, tunnel.</i> ▪ the /l/ or /al/ sound spelt <i>-al</i> at the end of words, e.g. <i>pedal, capital.</i> 	<p>As above and:</p> <ul style="list-style-type: none"> ▪ Form lower-case letters of the correct size relative to one another. ▪ Orientate capital letters correctly. ▪ Use capital letters appropriately e.g. <i>not always writing A as a capital, not using capitals within words.</i> ▪ Write capital letters and digits of the correct size relative to one another and to lower case letters. ▪ 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. ▪ Use spacing between words which reflects the size of the letters.

<ul style="list-style-type: none"> ▪ Create compound words using nouns, e.g. <i>whiteboard</i> and <i>football</i>. ▪ Select, generate and effectively use adjectives. ▪ Identify, generate and effectively use noun phrases, e.g. <i>the blue butterfly with shimmering wings</i> (for description), <i>granulated sugar</i> (for specification). ▪ Add suffixes <i>ful</i> or <i>less</i> to create adjectives e.g. <i>playful, careful, careless, hopeless</i>. ▪ Use suffixes <i>er</i> and <i>est</i> to create adjectives e.g. <i>faster, fastest, smaller, smallest</i>. ▪ Select, generate and effectively use adverbs. Use suffix <i>ly</i> to turn adjectives into adverbs e.g. <i>slowly, gently, carefully</i>. 		<ul style="list-style-type: none"> ▪ the ending <i>-il</i> e.g. <i>pencil, fossil, nostril</i>. ▪ the /a1/ sound spelt <i>-y</i> at the end of words, e.g. <i>try, reply</i>. ▪ The /j:/ sound spelt <i>a</i> before <i>l</i> and <i>ll</i>, e.g. <i>call, walk</i> ▪ The /A/ sound spelt <i>o</i>, e.g. <i>mother, Monday</i> ▪ The /i:/ sound spelt <i>-ey</i>, e.g. <i>key, donkey</i> ▪ The /o/ sound spelt <i>a</i> after <i>w</i> and <i>qu</i>, e.g. <i>wander, quantity</i> ▪ The /3:/ sound spelt or after <i>w</i>, e.g. <i>word, worm</i> ▪ The /J:/ sound spelt <i>ar</i> after <i>w</i>, e.g. <i>war, warm</i> ▪ The /3/ sound spelt <i>s</i>, e.g. <i>television, usual</i> ▪ Add <i>-es</i> to nouns and verbs ending in <i>-y</i>, e.g. <i>copies, babies</i>. ▪ Add <i>-ed, -ing, -er</i> and <i>-est</i> to a root word ending in <i>-y</i> with a consonant before it, e.g. <i>copied, copier</i>. ▪ Add the endings <i>-ing, -ed, -er, -est</i> and <i>-y</i> to words ending in <i>-e</i> with a consonant before it, e.g. <i>hiking, hiked, hiker</i>. ▪ Add <i>-ing, -ed, -er, -est</i> and <i>-y</i> to words of one syllable ending in a single consonant letter after a single vowel letter, e.g. <i>patting, patted</i>. ▪ Spell words ending in <i>-tion</i>, e.g. <i>station, fiction</i> Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. 	
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Progression in Writing: Year 3

Composition		Transcription	
Vocabulary, grammar and punctuation	Composition	Spelling	Handwriting
<p>As above and:</p> <ul style="list-style-type: none"> Identify clauses in sentences. Explore and identify main and subordinate clauses in complex sentences. Explore, identify and create complex sentences using a range of conjunctions e.g. <i>when, if because, although, while, since, until, before, after, so</i>. Use the comma to separate clauses in complex sentences where the subordinate clause appears first, e.g. <i>Although it was raining, we decided not to take our coats</i>. Identify, select, generate and effectively use prepositions for where e.g. <i>above, below, beneath, within, outside, beyond</i>. Select, generate and effectively use adverbs e.g. <i>suddenly, silently, soon, next, eventually</i>. Use inverted commas to punctuate direct speech (speech marks). Use perfect form of verbs using <i>have</i> and <i>has</i> to indicate a completed action e.g. <i>He has gone out to play</i> (present perfect) instead of <i>he went out to play</i> (simple past). Use the determiner <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or vowel e.g. <i>a rock, an open box</i>. 	<p>As above and:</p> <p>Planning</p> <ul style="list-style-type: none"> Read and analyse narrative, non-fiction and poetry in order to plan and write their own versions. Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry. Discuss and record ideas for planning using a range of formats, e.g. <i>chunking a plot, story maps, flow charts, boxing up</i>. <p>Drafting and writing</p> <ul style="list-style-type: none"> Create and develop settings for narrative. Create and develop characters for narrative. Improvise, create and write dialogue. Create and develop plots based on a model. Generate and select from vocabulary banks e.g. <i>noun phrases, powerful verbs, technical language, synonyms for said</i> appropriate to text type. Use different sentence structures (see VGP). Group related material into paragraphs. Use headings and sub headings to organise information. <p>Evaluating and Editing</p> <ul style="list-style-type: none"> Proofread to check for errors in spelling, grammar and punctuation in own and others' writing. Discuss and propose changes with partners and in small groups. 	<p>As above and:</p> <ul style="list-style-type: none"> Use further prefixes <i>dis_, mis_, re_</i>, and suffixes <i>_ly, _ous</i>, and understand how to add them. Add suffixes beginning with vowel letters to words of more than one syllable. Spell homophones and near homophones. Spell words containing the /A/ sound spelt ou, e.g. <i>young, touch, double</i> Spell words with endings sounding like /ʒə/ e.g. <i>treasure, enclosure, pleasure</i>. Spell words with endings sounding like or /tʃə/, e.g. <i>creature, furniture, adventure</i>. Spell words with the /eɪ/ sound spelt ei, eigh, or ey, e.g. <i>vein, weigh, eight, neighbour, they, obey</i> Identify and spell irregular past tense verbs, e.g. <i>send /sent, hear / heard, think/ thought</i> Identify and spell irregular plurals, e.g. <i>goose/ geese, woman/women, potato /es</i> Use the first two letters of a word to check its spelling in a dictionary. Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. Spell words from the Year 3 list 	<p>As above and:</p> <ul style="list-style-type: none"> Form and use the four basic handwriting joins. Write legibly.

<ul style="list-style-type: none">▪ Explore and collect word families e.g. <i>medical, medicine, medicinal, medic, paramedic, medically</i> to extend vocabulary.▪ Explore and collect nouns with prefixes <i>super, anti, auto.</i>	<ul style="list-style-type: none">▪ Improve writing in the light of evaluation. <p>Performing</p> <ul style="list-style-type: none">▪ Use appropriate intonation, tone and volume to present their writing to a group or class.		
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Progression in Writing: Year 4

Composition		Transcription	
Vocabulary, grammar and punctuation	Composition	Spelling	Handwriting
<p>As above and:</p> <ul style="list-style-type: none"> Create complex sentences with adverb starters e.g. <i>Silently trudging through the snow, Sam made his way up the mountain.</i> Use commas to mark clauses in complex sentences. Create sentences with fronted adverbials for when e.g. <i>As the clock struck twelve, the soldiers sprang into action.</i> Create sentences with fronted adverbials for where e.g. <i>In the distance, a lone wolf howled.</i> Use commas after fronted adverbials. Identify, select and use determiners including: <ul style="list-style-type: none"> articles: <i>a/an, the</i> demonstratives: <i>this/that, these/those</i> possessives: <i>my/your/his/her/its/our/their</i> quantifiers: <i>some, any, no, many, much, every</i> Use inverted commas and other punctuation to indicate direct speech e.g. <i>The tour guide announced, "Be back here at four o' clock."</i> Identify, select and effectively use pronouns. Use nouns for precision, e.g. <i>burglar</i> rather than <i>man</i>, <i>bungalow</i> rather than <i>house</i>. Explore, identify, collect and use noun phrases e.g. <i>the crumbly cookie with tasty</i> 	<p>As above and:</p> <p>Planning</p> <ul style="list-style-type: none"> Read and analyse narrative, non-fiction and poetry in order to plan their own versions. Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry. Discuss and record ideas for planning e.g. <i>story mountain, text map, non-fiction bridge, story board, boxing-up text types to create a plan.</i> <p>Drafting and Writing</p> <ul style="list-style-type: none"> Develop settings and characterisation using vocabulary to create emphasis, humour, atmosphere, suspense. Plan and write an opening paragraph which combines setting and character/s. Improvise and compose dialogue, demonstrating their understanding of Standard and non- Standard English. Generate and select from vocabulary banks e.g. adverbial phrases, technical language, persuasive phrases, alliteration. Use different sentence structures (see VGP). Use paragraphs to organise writing in fiction and non-fiction texts. Use organisational devices in non-fiction writing, e.g. <i>captions, text boxes, diagram, lists.</i> Link ideas across paragraphs using fronted adverbials for when and where e.g. <i>Several hours later..., Back at home...</i> 	<p>As above and:</p> <ul style="list-style-type: none"> Use further prefixes, e.g. <i>in-, im- ir-, sub-, inter-, super-, anti-, auto-</i>. Use further suffixes, e.g. <i>-ation, -tion, -ssion, -cian.</i> Investigate what happens to words ending in f when suffixes are added, e.g. <i>calf/calves.</i> Identify and spell words with the /k/ sound spelt ch (Greek in origin), e.g. <i>scheme, chorus.</i> Identify and spell words with the /j/ sound spelt ch (mostly French in origin), e.g. <i>chef, chalet, machine.</i> Identify and spell words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin), e.g. <i>tongue, antique.</i> Identify and spell words with the /s/ sound spelt sc (Latin in origin), e.g. <i>science, scene.</i> Understand how diminutives are formed using e.g. suffix <i>-ette</i> and prefix <i>mini-</i>. Investigate ways in which nouns and adjectives can be made into verbs by the use of suffixes e.g. <i>pollen</i> (noun) and <i>-ate</i> = <i>pollinate</i> (verb). The /l/ sound spelt y elsewhere than at the end of words, e.g. <i>myth, gym, Egypt.</i> Use the first three letters of a word to check its spelling in a dictionary. Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. Explore and use the possessive apostrophe, e.g. <i>boy's books</i> (books belonging to a boy) and <i>boys' books</i> (books belonging to more than one boy). Spell words from the Year 4 list 	<p>As above and:</p> <ul style="list-style-type: none"> Use a joined style throughout their independent writing. Write with consistency in size and proportion of letters, e.g. <i>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.</i>

<p><i>marshmallow pieces.</i></p> <ul style="list-style-type: none"> ▪ Explore, identify and use Standard English verb inflections for writing e.g. <i>We were</i> instead of <i>we was</i>. <i>I was</i> instead of <i>I were</i>, <i>I did</i> instead of <i>I done</i>. <i>She saw it</i> instead of <i>she seen it</i>. ▪ Use apostrophes for singular and plural possession e.g. <i>the dog's bone</i> and <i>the dogs' bones</i>. 	<p>Evaluating and Editing</p> <ul style="list-style-type: none"> ▪ Proofread to check for errors in spelling, grammar and punctuation. ▪ Discuss and propose changes to own and others' writing with partners/small groups. ▪ Improve writing in light of evaluation. <p>Performing</p> <ul style="list-style-type: none"> ▪ Use appropriate intonation, tone and volume to present their writing to a range of audiences. 		
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Progression in Writing: Year 5

Composition		Transcription	
Vocabulary, grammar and punctuation	Composition	Spelling	Handwriting and Presentation
<p>As above and:</p> <ul style="list-style-type: none"> Create complex sentences by using relative clauses with relative pronouns <i>who, which, where, whose, when, that</i> e.g. <i>Sam, who had remembered his wellies, was first to jump in the river. The thief broke into the house which stood on the top of the hill.</i> Create complex sentences where the relative pronoun is omitted e.g. <i>Tina, standing at the bus stop, pondered the day ahead.</i> Create and punctuate complex sentences using <i>ed</i> opening clauses e.g. <i>Exhausted from the race, Sam collapsed in a heap.</i> Create and punctuate complex sentences using <i>ing</i> opening clauses, e.g. <i>Grinning with anticipation, Paul launched himself from the diving board.</i> Create and punctuate sentences using simile starters, e.g. <i>Like a fish out of water, she conversed awkwardly with the other guests.</i> Demarcate complex sentences using commas in order to clarify meaning. Use commas to avoid ambiguity, e.g. <i>'Let's eat Grandma.'</i> and <i>'Let's eat, Grandma.'</i> Identify and use commas to indicate parenthesis, e.g. <i>The house, lonely and abandoned, teetered on the edge of the cliff.</i> Identify and use brackets to indicate parenthesis, e.g. in 	<p>As above and:</p> <p>Planning</p> <ul style="list-style-type: none"> Identify the audience and purpose. Select the appropriate language and structures. Use similar writing models. Note and develop ideas. Draw on reading and research. Think how authors develop characters and settings (in books, films and performances). <p>Drafting and Writing</p> <ul style="list-style-type: none"> Select <i>appropriate</i> structure, vocabulary and grammar. Blend action, dialogue and description within and across paragraphs. Use different sentence structures with increasing control (see VGP). Use devices to build cohesion (see VGP). Use organisation and presentational devices e.g. <i>underlining, bullet points, headings.</i> <p>Evaluating and Editing</p> <ul style="list-style-type: none"> Assess the effectiveness of own and others' writing in relation to audience and purpose. Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning. Ensure consistent and correct use of tense throughout a piece of writing. Ensure consistent subject and verb agreement. 	<p>As above and:</p> <ul style="list-style-type: none"> Investigate verb prefixes e.g. <i>dis-, re-, pre-, mis-, over-</i>. Recognise and spell words ending in <i>-ant, -ance/-ancy, -ent, -ence/-ency</i>. Recognise and spell words ending in <i>-able</i> and <i>-ible</i>. Recognise and spell words ending in <i>-ably</i> and <i>-ibly</i>. Recognise and spell words with the /i:/ sound spelt <i>ei</i> after <i>c</i>, e.g. <i>deceive, receive</i>. Recognise and spell words containing the letter-string <i>ough</i>. To recognise and spell the suffixes <i>-al, -ary, -ic</i>. To spell further suffixes, e.g. <i>ll</i> in <i>full becoming l</i>. Spell some words with 'silent' letters, e.g. <i>knight, psalm, solemn</i>. To spell unstressed vowels in polysyllabic words. Develop self-checking and proof reading strategies. Spell words that they have not yet been taught by using what they have learnt about how spelling works in English. Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. Use a thesaurus. Spell words from the Year 5 list (selected from the statutory Year 5/6 word list) 	<p>As above and:</p> <ul style="list-style-type: none"> Write fluently using a joined style as appropriate for independent writing. Choose when it is appropriate to print (lower case or upper case) rather than to join writing e.g. <i>printing for labelling a scientific diagram or data, filling in a form, writing an e mail address.</i>

<p>formal writing: <i>The Cheetah (Acinonyx jubatus) inhabits open grassland in Africa.</i></p> <ul style="list-style-type: none"> ▪ Identify and use dashes to indicate parenthesis, e.g. in less formal writing: <i>The cake was lovely – delicious in fact – so I had another slice.</i> ▪ Link ideas across paragraphs using adverbials for time, place and numbers e.g. <i>later, nearby, secondly.</i> ▪ Use devices to build cohesion within a paragraph e.g. <i>firstly, then, presently, this, subsequently.</i> ▪ Use expanded noun phrases to convey complicated information concisely, e.g. <i>carnivorous predators with surprisingly weak jaws and small teeth.</i> ▪ Explore, collect and use modal verbs to indicate degrees of possibility e.g. <i>might, could, shall, will, must.</i> ▪ Explore, collect and use adverbs to indicate degrees of possibility e.g. <i>surely, perhaps, maybe, definitely, alternatively, certainly, probably.</i> ▪ Use suffixes <i>-ate, -ise, -ify</i> to convert nouns and adjectives into verbs. ▪ Investigate verb prefixes e.g. <i>dis-, de-, re-, pre-, mis-, over-</i>. 	<ul style="list-style-type: none"> ▪ Proofread for spelling and punctuation errors. <p>Performing</p> <ul style="list-style-type: none"> ▪ Use appropriate intonation and volume. ▪ Add movement. ▪ Ensure meaning is clear. 		
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Progression in Writing: Year 6

Composition		Transcription	
Vocabulary, grammar and punctuation	Composition	Spelling	Handwriting and Presentation
<p>As above and:</p> <ul style="list-style-type: none"> Manipulate sentences to create particular effects. Use devices to build cohesion between paragraphs in persuasive, discursive and explanatory texts e.g. adverbials such as: <i>on the other hand, the opposing view, similarly, in contrast, although, additionally, another possibility, alternatively, as a consequence.</i> Use devices to build cohesion between paragraphs in narrative e.g. adverbials such as: <i>in the meantime, meanwhile, in due course, until then.</i> Use ellipses to link ideas between paragraphs. Use repetition of a word or phrase to link ideas between paragraphs. Identify and use semi-colons to mark the boundary between independent clauses e.g. <i>It is raining; I am fed up.</i> Investigate and collect a range of synonyms and antonyms e.g. <i>mischievous, wicked, evil, impish, spiteful, well-behaved.</i> Identify the subject and object of a sentence. Explore and investigate active and passive e.g. <i>I broke the window in the greenhouse versus the window in the greenhouse was broken.</i> Explore, collect and use examples of the perfect form of verbs to mark relationships of time and cause e.g. <i>I had eaten lunch when you came (past perfect);</i> 	<p>As above and:</p> <p>Planning</p> <ul style="list-style-type: none"> Identify audience and purpose. Choose appropriate text-form and type for all writing. Select the appropriate structure, vocabulary and grammar. Draw on similar writing models, reading and research. Compare how authors develop characters and settings (in books, films and performances). Use a range of planning approaches e.g. <i>storyboard, story mountain, discussion group, post-it notes, ICT story planning.</i> <p>Drafting and Writing</p> <ul style="list-style-type: none"> Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact. Select appropriate register for formal and informal purposes, e.g. a speech for a debate (formal), dialogue within narrative (formal or informal), text message to a friend (informal). Blend action, dialogue and description within sentences and paragraphs to convey character and advance the action e.g. <i>Tom stomped into the room, flung down his grubby, school bag and announced, through gritted teeth, "It's not fair!"</i> Consciously control the use of 	<p>As above and:</p> <ul style="list-style-type: none"> Recognise and spell endings which sound like /Jas/, spelt – <i>cious</i> or –<i>tious</i>. Recognise and spell endings which sound like /Jal/, e.g. <i>official, partial.</i> Investigate adding suffixes beginning with vowel letters to words ending in –<i>fer</i>, e.g. <i>referring, reference.</i> Investigate use of the hyphen. Investigate and use further prefixes, e.g. <i>bi-trans- tele- circum-</i>. Distinguish between homophones and other words that are often confused. Identify root words, derivations and spelling patterns as a support for spelling. Be secure with all spelling rules previously taught. Use a number of different strategies interactively in order to spell correctly. Develop self-checking and proof-checking strategies, including the use of a dictionary and thesaurus. Spell words from the Year 6 list (selected from the statutory Year 5/6 word list) 	<p>As above and:</p> <ul style="list-style-type: none"> Write, using a joined style, with increasing speed. Choose the writing implement that is best suited for a task e.g. <i>pencil for quick notes, handwriting pen for letters, marker pens for posters.</i>

<p><i>She has eaten lunch already or I have eaten lunch already (present perfect); I will have eaten lunch by then (future perfect).</i></p> <ul style="list-style-type: none"> ▪ Punctuate bullet points consistently. ▪ Identify and use colons to introduce a list. ▪ Identify and use semi-colons within lists. ▪ Explore how hyphens can be used to avoid ambiguity e.g. <i>man eating shark</i> versus <i>man-eating shark</i>. ▪ Explore, collect and use vocabulary typical of formal and informal speech and writing e.g. <i>find out – discover, ask for – request, go in – enter</i>. ▪ Explore, collect and use question tags typical of informal speech and writing e.g. <i>"He's your friend, isn't he?"</i> ▪ Explore, collect and use subjunctive forms for formal speech and writing e.g. <i>If I were able to come to your party, I would; The school requires that all pupils be honest.</i> 	<p>different sentence structures for effect.</p> <ul style="list-style-type: none"> ▪ Use a wide range of devices to build cohesion within and across paragraphs. ▪ Deviate narrative from linear or chronological sequence e.g. <i>flashbacks, simultaneous actions, time-shifts</i>. ▪ Combine text-types to create hybrid texts e.g. <i>persuasive speech</i>. <p>Evaluating and Editing</p> <ul style="list-style-type: none"> ▪ Reflect upon the effectiveness of writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning. ▪ Proofread for grammatical, spelling and punctuation errors. <p>Performing</p> <ul style="list-style-type: none"> ▪ Use appropriate and effective intonation and volume. ▪ Add gesture and movement to enhance meaning. ▪ Encourage and take account of audience engagement. 		
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NB the word lists that follow are for reading AND spelling

St Luke's Year 1 Common Exception Words			
a	all	are	be
by	come	do	friend
full	go	has	he
her	here	his	house
how	I	is	love
me	my	no	of
one	once	our	pull
said	saw	says	school
she	small	so	some
tall	the	there	they
to	today	two	want
was	we	were	what
where	why	you	your

St Luke's Year 2 Common Exception Words

above	after	again	any	anyone
beautiful	because	behind	both	bought
break	brother	busy	buy	caught
child	children	Christmas	climb	clothes
cold	could	daughter	does	door
even	every	everybody	everyone	eye
father	find	floor	Friday	gold
great	half	hold	hour	kind
many	mind	Monday	money	most
mother	Mr	Mrs	move	old
only	other	over	parents	people
poor	Saturday	should	son	sugar
Sunday	sure	talk	thought	through
Thursday	told	Tuesday	walk	watch
water	wear	Wednesday	who	would

Year 3					
accident(ally)	centre	enough	history	often	reign
actual(ly)	century	February	learn	perhaps	sentence
address	circle	forward(s)	length	popular	strange
answer	decide	fruit	library	potatoes	thought
arrive	describe	group	minute	promise	through
believe	early	heard	naughty	purpose	weight
bicycle	earth	heart	notice	quarter	woman/women
breath	eight/eighth	height	occasion(ally)	question	

Year 4					
appear	continue	grammar	medicine	pressure	surprise
breadth	different	guard	mention	probably	therefore
breathe	difficult	guide	natural	recent	though/although
build	disappear	imagine	opposite	regular	various
busy/business	exercise	important	ordinary	remember	
calendar	experience	increase	particular	separate	
caught	experiment	interest	peculiar	special	
certain	extreme	island	position	straight	
complete	famous	knowledge	possess(ion)	strength	
consider	favourite	material	possible	suppose	

Year 5					
amateur	community	equip (-ped, -ment)	individual	occur	shoulder
ancient	conscience	excellent	interfere	persuade	soldier
apparent	convenience	existence	language	physical	stomach
available	curiosity	explanation	leisure	programme	temperature
average	desperate	familiar	lightning	queue	twelfth
bargain	determined	foreign	muscle	recognise	vegetable
bruise	develop	forty	neighbour	rhyme	vehicle
cemetery	dictionary	government	nuisance	rhythm	
communicate	environment	hindrance	occupy	secretary	

Year 6					
accommodate	category	disastrous	immediate(ly)	privilege	sincere(ly)
accompany	committee	embarrass	interrupt	profession	sufficient
according	competition	especially	marvellous	pronunciation	suggest
achieve	conscious	exaggerate	mischievous	recommend	symbol
aggressive	controversy	frequently	necessary	relevant	system
appreciate	correspond	guarantee	opportunity	restaurant	thorough
attached	criticise (critic + ise)	harass	parliament	sacrifice	variety
awkward	definite	identity	prejudice	signature	yacht