

Warbstow Primary Academy and Nursery

WRITING WHOLE SCHOOL PROGRESSION

National Curriculum Programme of Study KS1 & KS2
 The programmes of study for Key Stage 1 and 2 consist of two dimensions:

- Transcription (spelling and handwriting)
- Composition (articulating ideas and structuring them in speech and writing)

Teaching must develop pupils' competence in the two dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the Programmes of Study for composition. Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.

EYFS Programme
ELG: English - Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

	Foundation Sequence towards KS1	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
HANDWRITING	<p>Children at the expected level of development will:</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Begin to show accuracy and care when drawing/ mark making.</p> <p>Write recognisable letters, most of which are correctly formed.</p>	<p>Sit correctly at a table and hold my pencil comfortably and correctly</p> <p>Form lower-case letters in the correct direction, starting and finishing in the correct place.</p> <p>Form capital letters correctly.</p> <p>Form digits 0-9 correctly.</p> <p>Understand which letters belong to which handwriting families.</p>	<p>Form lower-case letters of the correct size relative to one another.</p> <p>Use diagonal and horizontal strokes needed to join letters and understand which letters are best left un-joined when adjacent to one another.</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p>	<p>Use diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another are best left un-joined.</p> <p>Increase the legibility, consistency and quality of my handwriting</p>	<p>Use diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another are best left un-joined.</p> <p>Increase the legibility, consistency, and quality of my handwriting</p>	<p>Choose when it is appropriate to print or join writing (e.g. printing for labelling a diagram)</p>	

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SPELLING	Spell words by identifying sounds in them and representing the sounds with a letter or letters.	Spell words containing each of the 40+ phonemes already taught	Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.	Use prefixes and suffixes and understand their meaning.	Use prefixes and suffixes and understand their meaning.	Secure with all spelling rules previously taught.	Secure with all spelling rules previously taught.
		Spell common exception words		Spell further homophones.	Spell further homophones.	Write increasingly confidently, accurately and fluently, spelling with automaticity.	Write increasingly confidently, accurately and fluently, spelling with automaticity.
		Spell days of the week	Spell common exception words	Spell words that are often misspelt.	Spell words that are often misspelt.	Use a number of different strategies interactively in order to spell correctly.	Use a number of different strategies interactively in order to spell correctly.
		Name the letters of the alphabet in order	Spell more words with contracted forms	Place the possessive apostrophe correctly in words with regular plurals e.g. girls' boys'	Place the possessive apostrophe correctly in words with regular plurals e.g. girls' boys'	Develop self-checking and proof-checking strategies.	Develop self-checking and proof-checking strategies.
		Use letter names to distinguish between alternative spellings of the same sound	Use the possessive apostrophe (e.g. Laura's book)	Use the first two or three letters of a word to check its spelling in a dictionary.	Use the first two or three letters of a word to check its spelling in a dictionary.	Use independent spelling strategies for spelling unfamiliar words.	Use independent spelling strategies for spelling unfamiliar words.
		Use the spelling rule for adding -s or -es as the plural	Distinguish between homophones and near-homophones.	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	Spell some words with silent letters e.g. psalm, knight, solemn	
		Use th prefix -un					
		Use -ing, -ed, -er, and -est where there is no change to the root word (helping, helped, helper, eating, quicker, quickest)	Add suffixes to spell longer words (-ment, -ness, -ful, -less, -ly)			Distinguish between homophones and other words which are often confused.	
		Write from memory simple sentences dictated by the teacher. Use hold a sentence.	Write from memory simple sentences dictated by the teacher. Use hold a sentence.			Use a dictionary to check the spelling of words.	
						Use a thesaurus to up-level and extend vocabulary.	

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VOCABULARY, PUNCTUATION & GRAMMAR		<p>Leave finger spaces between words.</p> <p>Join words and clauses by using the word, 'and' in writing.</p> <p>Beginning to punctuate sentences using a capital letter, full stop, exclamation mark and question mark.</p> <p>Use a capital letter for the names of people, places, days of the week and the personal pronoun, 'I'.</p> <p>Beginning to use correct grammar for Y1 .</p> <p>Write simple sentences that can be read by myself and others.</p>	<p>Use both familiar and new punctuation correctly (full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contractions and possession).</p> <p>Use different types of sentences (statement, exclamation, questions and commands).</p> <p>Use expanded noun phrases to describe.</p> <p>Use the present and past tenses correctly and consistently including the progressive form.</p> <p>Use subordination (when, if, that, because) and co-ordination (or, and, but).</p> <p>Use some features of standard written English.</p>	<p>Write sentences with more than one clause by using a wide range of conjunctions (when, if, although, because).</p> <p>Use the present perfect form of verbs in contrast to the past tense.</p> <p>Choose nouns and pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>Use conjunctions, adverbs and prepositions to express time and cause.</p> <p>Use fronted adverbials</p> <p>Use commas after fronted adverbials.</p> <p>Indicate possession by using apostrophes correctly.</p> <p>Use and punctuate direct speech in writing.</p> <p>Use appropriate grammar for Y3 and Y4.</p>	<p>Write sentences with more than one clause by using a wide range of conjunctions (when, if, although, because).</p> <p>Use the present perfect form of verbs in contrast to the past tense.</p> <p>Choose nouns and pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>Use conjunctions, adverbs and prepositions to express time and cause.</p> <p>Use fronted adverbials</p> <p>Use commas after fronted adverbials.</p> <p>Indicate possession by using apostrophes correctly.</p> <p>Use and punctuate direct speech in writing.</p> <p>Use appropriate grammar for Y3 and Y4.</p>	<p>Create complex sentences by using relative clauses with pronouns who, which, where, whose, when, that (e.g. Sam, who had remembered his wellies, was the first to jump into the puddle).</p> <p>Create and punctuate complex sentences using 'ed' openers, 'ing' openers and simile starters.</p> <p>Use devices to build cohesion between paragraphs in narrative e.g. <i>in the meantime, meanwhile, in due course, until then.</i></p> <p><i>Explore, collect and use modal verbs to indicate degrees of possibility e.g. might, could, shall, will.</i></p> <p>Use ellipsis to link ideas between paragraphs.</p> <p>Identify and use colons to introduce a list.</p> <p>Identify and use semi-colons to mark the boundary between independent clauses e.g. <i>It is raining; I am fed up.</i></p> <p>Investigate and collect a range of synonyms and antonyms e.g. <i>mischievous, wicked, evil, impish, spiteful, well-behaved</i></p> <p>Explore how hyphens can be used to avoid ambiguity. <i>man eating shark versus man-eating shark.</i></p> <p>Punctuate bullet points consistently</p> <p>Explore and collect vocabulary typical of formal and informal speech and writing e.g. find out</p>	<p>Manipulate sentences to create particular effects.</p> <p>Use devices to build cohesion between paragraphs in persuasive, discursive and explanatory texts e.g. <i>on the other hand, the opposing view, similarly, in contrast, although, additionally, another possibility, alternatively, as a consequence.</i></p> <p>Use devices to build cohesion between paragraphs in narrative e.g. <i>in the meantime, meanwhile, in due course, until then.</i></p> <p>Use ellipsis to link ideas between paragraphs.</p> <p>Identify and use colons to introduce a list.</p> <p>Identify and use semi-colons to mark the boundary between independent clauses e.g. <i>It is raining; I am fed up.</i></p> <p>Investigate and collect a range of synonyms and antonyms e.g. <i>mischievous, wicked, evil, impish, spiteful, well-behaved</i></p> <p>Explore how hyphens can be used to avoid ambiguity. <i>man eating shark versus man-eating shark.</i></p> <p>Punctuate bullet points consistently</p> <p>Explore and collect vocabulary typical of formal and informal speech and writing e.g. find out</p>
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						<p>Explore and collect vocabulary typical of formal and informal speech and writing e.g. find out – discover, ask for - request, go in – enter.</p>	<p>– discover, ask for - request, go in – request.</p> <p>Identify the subject and object of a sentence.</p> <p>Explore and investigate active and passive e.g. <i>I broke the window in the greenhouse</i> versus <i>the window in the greenhouse was broken.</i></p>
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COMPOSITION	Write simple phrases and sentences that can be read by others.	Write sentences by saying out loud what they are going to write about. Compose a sentence orally before writing it. Sequence sentences to form short narratives. Use the connective, 'and' to link ideas. Re-read what they have written to check that it makes sense. Talk about what they have written with the teacher or friends. Read aloud writing loud enough that teachers and peers can hear.	Write narratives about personal experiences and those of others (real and fictional). Write about real events. Write poems of their own. write for different purposes. Plan writing by saying out loud what they are going to write about. Record ideas including new vocabulary. Develop ideas, sentence by sentence. Evaluate writing with the teacher and peers. Re-read work to make sure it makes sense Use verbs to indicate time correctly and consistently. Proof read work to check for punctuation errors (missing full stops/capital letters). Read aloud finished work with intonation to make the meaning clear.	Plan writing by discussing similar writing and learn from its structure, vocabulary and grammar. Plan writing by discussing and recording ideas. Compose and rehearse sentences orally, building a varied and rich vocabulary and an increasing range of sentence structures. Organise paragraphs around a theme. Write narratives creating own characters, setting and plot. Use organisation features when writing non-fiction texts (heading, sub-headings). Evaluate and edit work by assessing the effectiveness of own and other's writing and suggesting improvements. Suggest improvements to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Proof-read for spelling and punctuation errors. Read aloud work with appropriate intonation and tone so that the meaning is clear.	Plan writing by discussing similar writing and learn from its structure, vocabulary and grammar. Plan writing by discussing and recording my ideas. Compose and rehearse sentences orally, building a varied and rich vocabulary and an increasing range of sentence structures. Organise paragraphs around a theme. Write narratives creating own characters, setting and plot. Use organisation features when writing non-fiction texts (heading, sub-headings). Evaluate and edit work by assessing the effectiveness of own and other's writing and suggesting improvements. Suggest improvements to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Proof-read for spelling and punctuation errors. Read aloud work with appropriate intonation and tone so that the meaning is clear.	Identify the audience and purpose of writing. Select appropriate language and structures for writing. Draw on similar writing models, reading and research. Use a range of planning approaches e.g. <i>storyboard, story mountain, discussion group, post-it notes</i> Select <i>appropriate</i> vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact. Introduce and develop characters through blending action, dialogue and description within sentences and paragraphs e.g. <i>Tom stomped into the room, flung down his grubby, school bag and announced, through gritted teeth, "It's not fair"</i> <i>Blend action, dialogue and description within and across paragraphs.</i> Use devices to build cohesion. Use organisational and presentational devices (headings, sub-headings, bullet points, diagrams). Evaluate, select and use a range of organisation and presentational devices for different purposes and audiences. Find examples of where	Identify the audience and purpose of writing. Choose appropriate text-form and type for all writing. Select appropriate language and structures for writing. Draw on similar writing models, reading and research. Use a range of planning approaches e.g. <i>storyboard, story mountain, discussion group, post-it notes</i> Select <i>appropriate</i> vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact. Introduce and develop characters through blending action, dialogue and description within sentences and paragraphs e.g. <i>Tom stomped into the room, flung down his grubby, school bag and announced, through gritted teeth, "It's not fair"</i> 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> Evaluate, select and use a range of organisation and presentational devices for different purposes and
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						<p>authors have broken conventions to achieve specific effects and use similar techniques in own writing e.g. <i>repeated use of 'and' to convey tedium, one word sentence.</i></p> <p>Make conscious choices about techniques to engage the reader including appropriate tone and style e.g. <i>rhetorical questions, direct address to the reader.</i></p> <p>Ensure consistent and correct use of verb tense throughout a piece of writing.</p> <p>Ensure consistent subject and verb agreement.</p> <p>Reflect upon the effectiveness of writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning.</p> <p>Evaluate and improve performances of compositions focusing on: Intonation and volume, gesture and movement and audience engagement.</p> <p>Evaluate and improve performances of compositions focusing on: Intonation and volume, gesture and movement and audience engagement.</p>	<p>audiences.</p> <p>Find examples of where authors have broken conventions to achieve specific effects and use similar techniques in own writing – e.g. <i>repeated use of 'and' to convey tedium, one word sentence.</i></p> <p>Make conscious choices about techniques to engage the reader including appropriate tone and style e.g. <i>rhetorical questions, direct address to the reader.</i></p> <p>Use active and passive voice to achieve intended effects e.g. <i>in formal reports, explanations and mystery narrative.</i></p> <p>Use devices to build cohesion.</p> <p>Reflect upon the effectiveness of writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning.</p> <p>Proofread writing for grammatical, spelling and punctuation errors.</p> <p>Evaluate and improve performances of compositions focusing on: Intonation and volume, gesture and movement and audience engagement.</p>
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