

## Progression in Writing

### Purpose of Study

The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing)

It is essential that teaching develops pupils' competence in these 2 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.

### **NCSF INTENT**

**Nurture** – All children are exposed to a wide variety of language and the written word through a text based approach as they develop their skills as articulate and imaginative communicators. Staff provide a rich learning environment reinforced by author and poet visits, to stimulate and support the children's writing journey.

**Cherish** – All children are encouraged to communicate their knowledge and ideas through their writing across all areas of the curriculum, using a wide vocabulary and a solid understanding of grammar.

**Shine** – Through writing for a variety of purposes, children are given the opportunity to shine as they see themselves as real writers, taking ownership of their writing and developing their skills to organise and plan their writing.

**Flourish** – Children are given the opportunity to flourish through competitions. Teachers encourage children to take pride in the presentation of their writing by developing a clear, cursive handwriting style.

**Year 1**

Aspect	Autumn	Spring	Summer	National Curriculum
<b>Handwriting</b>	<p>I sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>I form the digits 0-9 correctly.</p>	<p>I form lower case letters in the correct direction, starting and finishing in the right place. (cursive- kicks and flicks)</p>	<p>I name the letters of the alphabet in order.</p> <p>I form capital letters.</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>
<b>Transcription</b>	<p>I spell unknown words using my phonemes (sounds).</p> <p>(phonetically plausible attempts: yoo, rayn- rain, sed- said, frend for friend).</p>	<p>I use the suffixes -ing, -ed, -er and -est where no change is needed in the spelling of root words.</p> <p>I write from memory simple dictation sentences including the words taught so far including days of the week</p>	<p>I use letter names to show alternative spellings of the same phonemes.</p> <p>I spell words that use suffixes for plurals or 3<sup>rd</sup> person (eg. adding s/es: box, fox, fix, pencils, pen).</p>	<ul style="list-style-type: none"> <li>•spell: •words containing each of the 40+ phonemes already taught</li> <li>•common exception words</li> <li>•the days of the week</li> <li>•name the letters of the alphabet: •naming the letters of the alphabet in order</li> <li>•using letter names to distinguish between alternative spellings of the same sound</li> <li>•add prefixes and suffixes: •using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</li> <li>•using the prefix un–</li> <li>•using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]</li> </ul>

				<ul style="list-style-type: none"> <li>•apply simple spelling rules and guidance, as listed in English appendix 1</li> <li>•write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</li> </ul>
<b>Composition</b>	I say a sentence out loud before I write it down (hold a sentence).	<p>I plan my writing by saying what I am going to write about (build a sentence).</p> <p>I read my own writing aloud so it can be heard by others and check for sense. ('Oops, I forgot to put a capital letter after that full stop.' 'I used my sounds to help me spell that long word.')</p>	<p>I sequence sentences to form short narratives (beginning, middle, end- sentences link and build on from each other – The cat walked down the road. It was bright orange and fluffy. It wanted to get home.)</p> <p>I use sequence sentences in chronological order to recount an event/ experience. (Basic adverbials for when- first, then, next, after that).</p>	<ul style="list-style-type: none"> <li>•write sentences by: <ul style="list-style-type: none"> <li>•saying out loud what they are going to write about</li> <li>•composing a sentence orally before writing it</li> <li>•sequencing sentences to form short narratives</li> <li>•re-reading what they have written to check that it makes sense</li> </ul> </li> <li>•discuss what they have written with the teacher or other pupils</li> <li>•read their writing aloud, clearly enough to be heard by their peers and the teacher</li> </ul>
<b>Vocabulary and Grammar</b>	I use the personal pronoun 'I'.	I use 'and' to join ideas within a sentence. ('I went to the park and played on the swing.')	<p>I may attempt to use other conjunctions.</p> <p>I make sure that word choices are relevant to the context and I use word banks to support this.</p> <p>I begin to use adjectives to add detail to my sentences.</p>	<ul style="list-style-type: none"> <li>•develop their understanding of the concepts set out in English appendix 2 by: <ul style="list-style-type: none"> <li>•joining words and joining clauses using 'and'</li> <li>•learning the grammar for year 1 in English appendix 2</li> </ul> </li> <li>•use the grammatical terminology in English English appendix 2 in discussing their writing</li> </ul>

<p><b>Punctuation</b></p>	<p>I leave spaces between words.</p> <p>I use a capital letter for the start of a sentence.</p>	<p>I begin to use other punctuation such as exclamation and question marks.</p> <p>I use capital letters for names of people</p> <p>I use a full stop accurately.</p>	<p>I use capital letters for names of people, places and days of the week (Aa).</p>	<ul style="list-style-type: none"> <li>•beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>•using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> <li>•leaving spaces between words</li> </ul>
<p>Key texts</p>				

## Progression in Writing

### Year 2

Please refer to the National Curriculum for the notes and non-statutory guidance

Aspect	Autumn	Spring	Summer	National Curriculum
<b>Handwriting</b>	<p>I use some of the diagonal and horizontal strokes needed to join letters.</p> <p>I understand which letters, when adjacent to one another, are best left unjoined.</p> <p>I write capital letters (and digits) of the correct size/ orientation to one another.</p>	<p>I use spacing between words that reflects the size of the letters.</p>	<p>I form lower case letters of the correct size relative to one another.</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>
<b>Transcription</b>	<p>I segment spoken words into phonemes and record these as graphemes. (Single syllable words and multisyllabic words segmented into spoken words and phonemes represented by a phonetically plausible spelling. E.g. yesterday, exisighting, speshal, different).</p>	<p>I spell longer words using suffixes such as -ment, -ness, -ful, -less, -ly. (Root words ending in a consonant- merriment, happiness, plentiful, penniless, happily, quickly, thoughtless/ful/ly).</p> <p>I spell common exception words (door, because, sugar, people – see Year 2 spelling list).</p>	<p>I use apostrophes for the most common contacted words (don't, won't, I'll, I'm, won't).</p> <p>I spell words with different spellings (multisyllabic words containing new spellings e.g. race, ice, knock, gnat, typewriter, margarine, muckspreader).</p> <p>I identify and apply my knowledge of homophones/</p>	<ul style="list-style-type: none"> <li>•spell by: •segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>•learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones</li> <li>•learning to spell common exception words</li> </ul>

			<p>near homophones (there, their, they're; here, hear; quite, quiet; bare, bear; some, sum; blew, blue; knight, night).</p>	<ul style="list-style-type: none"> <li>•learning to spell more words with contracted forms</li> <li>•learning the possessive apostrophe (singular) [for example, the girl's book]</li> <li>•distinguishing 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 English appendix 1</li> <li>•write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</li> </ul>
<b>Composition</b>	<p>I develop stamina for writing by writing for different purposes. (Real and fictional/ owl and other's experiences- including simple narratives, poems and recounts).</p>	<p>I plan and discuss the content of my writing. (Jotting down ideas, planning the structure, oral rehearsal of what they want to say, sentence by sentence).</p> <p>I evaluate my writing independently, with peers and with my teacher by making simple additions and corrections. (Re-reading to check for sense: verbs used correctly e.g. pupil</p>	<p>I proof read to check for errors in spelling, grammar and punctuation. (Will spot most of their own spelling and errors quickly e.g. 'This should be an exclamation because she's shouting for help' ' I forgot to double the p of stop when adding -ing.')</p> <p>I make changes, sometimes independently and sometimes in discussion with an adult, to</p>	<ul style="list-style-type: none"> <li>•develop positive attitudes towards and stamina for writing by: <ul style="list-style-type: none"> <li>•writing narratives about personal experiences and those of others (real and fictional)</li> <li>•writing about real events</li> <li>•writing poetry</li> <li>•writing for different purposes</li> </ul> </li> <li>•consider what they are going to write before beginning by: <ul style="list-style-type: none"> <li>•planning or saying out loud what they are going to write about</li> </ul> </li> </ul>

		<p>writes 'I sitted under the tree and eated my lunch' becomes 'sat and ate').</p> <p>I write, from memory, simple dictated sentences.</p>	<p>improve the effect and impact of my writing.</p>	<ul style="list-style-type: none"> <li>•writing down ideas and/or key words, including new vocabulary</li> <li>•encapsulating what they want to say, sentence by sentence</li> <li>•make simple additions, revisions and corrections to their own writing by: <ul style="list-style-type: none"> <li>•evaluating their writing with the teacher and other pupils</li> <li>•rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>•proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)</li> </ul> </li> <li>•read aloud what they have written with appropriate intonation to make the meaning clear</li> </ul>
<p><b>Vocabulary and Grammar</b></p>	<p>My word choices are thoughtful and sometimes ambitious with specific or technical vocabulary used in non-narrative writing.</p>	<p>I use expanded noun phrases to describe, expand and specify ('the delicate, blue butterfly flew off into the humid, summer sky).</p> <p>I use subordination (using when, if, that or because). (Consistent use of both e.g. You need to pack your raincoat</p>	<p>I use sentences with different forms: statements, questions, exclamations and commands. ('The colourful butterfly flew from flower to flower' 'Where do clouds come from?' 'What big eyes you have!' 'Sift the flour and mix the other ingredients.)</p>	<ul style="list-style-type: none"> <li>•learn how to use:</li> <li>•sentences with different forms: statement, question, exclamation, command</li> <li>•expanded noun phrases to describe and specify [for example, the blue butterfly]</li> <li>•the present and past tenses correctly and consistently, including the progressive form</li> </ul>

		because it is going to rain later.)	<p>I use co-ordination (using or, and but). (You remember your book bad and forgot your packed lunch.)</p> <p>I use present and past tenses correctly and consistently including the progressive form. (Consistently make the correct choice e.g. 'She is drumming; she drummed; she was drumming.')</p> <p>I use adjectives, adverbs and expanded noun phrases to add detail and specify.</p>	<ul style="list-style-type: none"> <li>•subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> <li>•the grammar for year 2 in English appendix 2</li> <li>•some features of written Standard English</li> <li>•use and understand the grammatical terminology in English appendix 2 in discussing their writing</li> </ul>
<b>Punctuation</b>	<p>I use full stops and capital letters- most are correct. (This will be consistent across a range of dictated and independent writing).</p> <p>I mostly use exclamation and question marks accurately to demarcate sentences.</p>	I use capital letters for the personal pronoun I and for most proper nouns.	<p>I begin to use commas to separate items in a list.</p> <p>I sometimes use apostrophes for singular possession.</p>	<ul style="list-style-type: none"> <li>•develop their understanding of the concepts set out in English appendix 2 by: •learning how to use both familiar and new punctuation correctly - see English appendix 2, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</li> </ul>
Key texts				