



St. Elizabeth's Writing Progression Overview



Our Vision For Writing:

Writing is a key aspect of the curriculum and along with reading, speaking and listening, it makes a significant contribution to the development of children as thinkers and learners. It is a central part of the school's role that all children develop their writing ability and enjoy the process of cultivating this life-long skill. We strive to provide children with exciting, purposeful and inspiring contexts in which to become writers, ensuring that there is coherence, continuity and progression within our teaching throughout the school.

Our Aims:

The programmes of study for writing are divided into two areas:

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

The National Curriculum for English aims to ensure that all pupils:

“write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences”

At St. Elizabeth's we aim to:

- Provide purposeful writing opportunities where children write for a variety of audiences understanding a range of genres.
- Enable children to independently produce high quality writing across all curriculum areas.
- Develop writing stamina so that every piece of writing has a clear purpose and structure.
- Inspire writing using quality texts and scripts such as stories, films, poems and posters.
- Develop powers of imagination, inventiveness and critical awareness.
- Encourage children to become enthusiastic, confident and reflective writers, editing and improving on their ideas and initial drafts and producing a final, neat draft they can be proud of.
- Foster an interest in words and their meanings, developing a growing vocabulary in spoken and written forms.
- Provide knowledge and strategies to become confident and accurate spellers.
- Ensure children can write using a fluent, legible handwriting script using the Letterjoin scheme of work.

The following is an overview of the progression of skills in Spelling, Punctuation and Grammar, Writing Composition and Handwriting.

Spelling							
Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Spell words by identifying the sound and then writing the sounds with letter or letters	Words containing each of the 40+ phonemes taught Common exception words The days of the week Name the letters of the alphabet in order Using letter names to distinguish between alternative spellings of the same sound Using the spelling rule for adding -s or -es as the plural marker for nouns and the	<u>NC statements</u> Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly 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 Learning to spell common exception words	<u>NC statements</u> Spell further homophones Spell words that are often misspelt (Appendix 1) Use further prefixes and suffixes and understand how to add them Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals	<u>NC statements</u> Spell further homophones Spell words that are often misspelt (Appendix 1) Use further prefixes and suffixes and understand how to add them Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals Use the first 2 or 3 letters of a word to check its spelling in a dictionary	<u>NC statements</u> Spell some words with 'silent' letters Continue to distinguish between homophones and other words which are often confused 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	<u>NC statements</u> Spell some words with 'silent' letters Continue to distinguish between homophones and other words which are often confused 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	

	<p>third person singular marker for verbs Using the prefix un– Using –ing, –ed, –er and –est where no change is needed in the spelling of root words Apply simple spelling rules and guidance from Appendix 1 Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p>	<p>Distinguishing between homophones and near-homophones Learning the possessive apostrophe (singular) Learning to spell more words with contracted forms Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly Apply spelling rules and guidelines from Appendix 1 Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p> <p><u>Spelling Programme</u></p> <p><u>KS1 Common Words List.</u></p> <p>‘j’ spelt ‘-dge’ and ‘-ge’ at the end of words; ‘j’ spelt with ‘g’ before ‘e’, ‘i’ or ‘y’; ‘j’ spelt ‘j’ before ‘a’ ‘o’ ‘i’ ‘e’ ‘u’ ‘s’ spelt ‘c’ before ‘e’, ‘i’ or ‘y’; ‘n’ spelt ‘kn’; ‘n’ spelt ‘gn’; ‘r’ spelt ‘wr’ ‘l’ or ‘al’ spelt ‘le’; ‘l’ or ‘al’ spelt ‘el’; ‘l’ or ‘al’ spelt ‘al’ ‘igh’ spelt ‘y’ at the end of words; adding ‘es’ to nouns and verbs ending in ‘y’ Adding ‘ed’ to words ending in ‘y’; adding ‘ing’ to words ending in ‘y’; words ending in ‘y’ Adding ‘ed’, ‘er’ and ‘est’; adding ‘ing’ to a word ending in ‘y’ with a consonant before it; adding ‘ing’, ‘ed’, ‘er’, ‘est’, and ‘y’ to words ending with ‘e’ and a consonant before it; adding ‘ing’, ‘ed’, ‘er’, ‘est’, and ‘y’ to words of one syllable ending in a single consonant after a single vowel; ‘or’ spelt ‘a’ before ‘l’ or ‘ll’</p>	<p>Use the first 2 or 3 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.</p> <p><u>Spelling programme</u></p> <p><u>Revision of KS 1 Common Words.</u> <u>Introduction to Y3/4 Common Words</u></p> <p>Adding suffixes with vowel letters to words of more than one syllable The ‘i’ sound spelt ‘y’ other than at the end of words. ‘u’ sound spelt ‘ou’ ‘un’ prefix Prefixes ‘dis’ ‘mis’ and ‘in’ Prefix ‘re’ and ‘super’ Suffix ‘ly’ Suffix ‘ly’ for words ending in ‘y’ and ‘le’ ‘-sure’ and ‘-ture’ endings Adding ‘-er’ to words ending in ‘ch’ and ‘tch’ Words ending in ‘sion’ and ‘ous’ ‘tion’ endings ‘c’ sound spelt ch ‘sh’ sound spelt ch ‘s’ sound spelt ‘sc’ ‘ai’ sound spelt ‘ey’ ‘ai’ sound spelt ‘eigh’</p>	<p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p> <p><u>Spelling programme</u></p> <p><u>Continuation of Y3/4 Common Words</u></p> <p>Adding suffixes beginning with a vowel to words of more than one Prefix ‘il’ ‘im’ and ‘ir’ Prefix ‘sub’ ‘inter’ ‘anti’ ‘auto’ Suffix ‘ation’ Suffix ‘ally’ added to words ending in ‘ic’ Suffix ‘ous’ ‘-tion’ endings ‘-ssion’ endings ‘-sion’ endings ‘-cian’ endings ‘ay’ sound spelt ‘ei’ ‘eigh’ and ‘ey’ ‘que’ spelling ‘s’ sound spelt ‘sc’ ‘c’ sound spelt ch ‘sh’ sound spelt ch Homophones and near homophones</p>	<p>Use further prefixes and suffixes and understand the guidance for adding them Use dictionaries to check the spelling and meaning of words Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary</p> <p><u>Spelling Programme</u></p> <p><u>Revision of Y3/4 Common Words</u> cious, tious, cial and tial endings ant, ance, ent, ence endings able, ably, ible, ibly endings Adding suffixes beginning with a vowel to words ending -fer Hyphen with the prefix co- Hyphen with the prefix re- Words with ‘i:’ sound spelt ‘ie’ Words with ‘i:’ sound spelt ‘ie’ after ‘c’ Exceptions to the ‘i’ after ‘e’ except after ‘c’ rule Exceptions to the i: sound spelt ei after c Words containing the letter string ‘ough’ Words with silent letters: k, w, b, t, h, s Homophones and near homophones</p> <p><u>Introduction to Y5/6 Common Words</u></p>	<p>Use further prefixes and suffixes and understand the guidance for adding them Use dictionaries to check the spelling and meaning of words Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary</p> <p><u>Spelling Programme</u> cious, tious, cial and tial endings ant, ance, ancy ent, ence ency endings able, ably, able after -ge and -ce ible, ibly endings able and ible endings Words with ‘i:’ sound spelt ‘ie’ after ‘c’ Words spelt ‘ei’ though not after ‘c’ Words with silent letters: b, n, g, c Homophones and near homophones</p> <p><u>Consolidation of Y3/4 and Y5/6 Common Words</u></p>
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			<p>'u' spelt 'o'; sound 'ee' spelt 'ey'; 'o' spelt with 'a' after 'w' and 'qu'; stressed 'er' spelt 'or' after 'w' and the sound 'or' spelt 'ar' after 'w'; 'zh' spelt 's'; words ending in 'tion'; possessive apostrophe</p> <p>Suffixes 'ment', 'ness' and 'ful'; suffixes 'less' and 'ly'; words ending in 'ly'; adding '-ly' to words ending in 'y'</p> <p>contractions;</p> <p>Homophones and near homophones;</p> <p>Days of the week, months of the year</p>			
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Writing: Punctuation and Grammar

	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word level	Write simple sentences which can be read by themselves and others.	Regular plural noun suffixes (-s, -es) Verb suffixes where root word is unchanged (-ing, -ed, -er) 'un' prefix to change meaning of verbs and adjectives	Formation of nouns using suffixes such as -ness, -er and by creating compound words Formation of adjectives using suffixes such as -ful and -less Use of the suffixes -er, -est in adjectives Use of the suffix -ly to turn adjectives into adverbs	Formation of nouns using a range of prefixes (-super, -anti) Use of the forms a or an according to whether the next word begins with a consonant or a vowel. Word families based on common words, showing how words are related in form and meaning. E.g. solve, solution	The difference between plural and possessive -s Standard English forms of verbs inflections (we were/we was)	Converting nouns or adjectives into verbs using suffixes e.g. ate, ise Verb prefixes dis-, de-, mis-, over-, re-	Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms

Sentence structure	Combine words to make sentences, Joining words and sentences using 'and'	Subordination (using when, if, that, or because) and co-ordination (using or, and, or but) Expanded noun phrases to describe and specify e.g. the blue butterfly How the grammatical patterns in a sentence indicate its function as a: statement, question, exclamation, command	Express the time, place and cause using conjunctions (e.g. so, when, before, after, while because), adverbs (e.g. then, next, soon, therefore) or prepositions (e.g. before, after, during, in, between)	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) Fronted adverbials (e.g. Later that dat, I heard bad news)	Relative clauses beginning with who, which, where, why, whose, that Indicating degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must)	Use the passive voice to affect the presentation of information in a sentence The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He's your friend, isn't he? Or the use of subjunctive forms such as 'I were' or 'Were they to come' in some very formal writing and speech)
Text structures	Sequencing sentences to form short narratives	Correct choice and consistent use of the present tense and past tense throughout writing. Use of progressive form of verbs in the present and past tense to mark actions in progress.	Introduction to paragraphs as a way to group related material Headings and subheadings to aid presentation Use of the present perfect form of verbs instead of simple past (e.g. He has gone out to play contrasted to He went out to play)	Use paragraphs to organise ideas around a theme Appropriate choice of pronoun and noun within and across sentences to aid cohesion and to avoid repetition	Devices to build cohesion within a paragraph (e.g. then, after that, this, first) Linking ideas across paragraphs using adverbials of time (e.g. later) place (e.g. nearby), numbers (e.g. secondly) and tense choice (e.g. he had seen her before)	Linking ideas across paragraphs using a wider range of cohesive devices: repetition of word of phrase grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast) and ellipsis Layout devices such as headings, sub-headings, columns, bullet points, tables to structure text
Punctuation	Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences. Capital letter for names and the personal pronoun I	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list	Introduction to inverted commas to punctuate direct speech	Use of inverted commas and other punctuation to indicate direct speech. Apostrophes to mark plural possession Use of commas after fronted adverbials.	Brackets, dashes or commas to indicate parenthesis. Use of commas to clarify meaning or avoid ambiguity.	Use of semi-colon, colon and dash to mark the boundary between independent clauses Use of the colon to introduce a list and use of the semi-colon within lists. Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity

Terminology (vocabulary)

<ul style="list-style-type: none"> grapheme phoneme digraph trigraph letter word sentence 	<ul style="list-style-type: none"> capital letter singular plural sentence punctuation mark full stop question mark exclamation mark 	<ul style="list-style-type: none"> noun/ noun phrase conjunction statement question, exclamation command compound suffix adjective, adverb, verb tense (past and present) apostrophe, comma 	<ul style="list-style-type: none"> preposition subordinate conjunction coordinating conjunction word family prefix clause subordinate clause direct speech inverted commas consonant, vowel 	<ul style="list-style-type: none"> determiner pronoun possessive pronoun adverbial 	<ul style="list-style-type: none"> modal verb relative pronoun relative clause parenthesis, bracket, dash cohesion ambiguity 	<ul style="list-style-type: none"> subject object active passive synonym antonym ellipsis hyphen colon, semi-colon bullet points
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Writing: Composition

	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Planning writing	Write simple sentences which can be read by themselves and others	Say out loud what they are going to write about	<p><u>Context for writing</u> Writing narratives about personal experiences and those of others (real and fictional) Writing about real events Writing poetry Writing for different purposes</p> <p><u>Plan writing</u> Plan or say out loud what they are going to write about. Write ideas and/or key words including new vocabulary</p>	Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Discuss and record ideas		Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own Note and develop initial ideas, drawing on reading and research where necessary In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed.	
Drafting writing		Composing a sentence orally before writing it Sequencing sentences to form short narratives	Encapsulating what they want to say, sentence by sentence	Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures Organising paragraphs around a theme In narratives, creating settings, characters and plot In non-narrative material, using simple organisational devices (headings & subheadings)		Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Using a wide range of devices to build cohesion within and across paragraphs Précis longer passages In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action Using further organisational and presentational devices to structure text and to guide the reader (bullet points, headings, underlining)	
Editing writing		Re-reading what they have written to check that it makes sense Discuss what they have written with the teacher or other pupils	Make additions, revisions and corrections to their own writing by: <ul style="list-style-type: none"> Evaluating their writing with the teacher and other pupils Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form Proof read to check for errors in spelling, grammar and punctuation (with support)	<p><u>Evaluate and edit:</u></p> <ul style="list-style-type: none"> Assess the effectiveness of their own and others' writing and suggesting improvements Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Proof read for spelling and punctuation errors		<p><u>Evaluate and edit:</u></p> <ul style="list-style-type: none"> Assess the effectiveness of their 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 a piece of writing Ensure correct subject and verb agreement when using singular and plural, distinguishing between the uses of speech and writing and choosing the appropriate register Proof read for spelling and punctuation errors	

Performing		Read their writing aloud clearly enough to be heard by their peers and the teacher.	Read aloud what they have written with appropriate intonation to make the meaning clear	Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
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Handwriting							
Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
<p>Use large-muscle movements to wave flags and streamers, paint and make marks. Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils Shows a preference for a dominant hand. 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; write 'm' for mummy. Write some letters accurately. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop the foundations of a handwriting style which is fast, accurate and efficient. Form lower case and capital letters correctly.</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Write recognizable letters, most of which are correctly formed.</p>	<p>To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency. To sit correctly at a table, holding a pencil comfortably and correctly. To form the digits 0-9. To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p>	<p>To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. To form lower case letters of the correct size, relative to one another. To use spacing between words that reflects the size of the letters. To begin to use the diagonal and horizontal strokes needed to join letters.</p>	<p>To use a neat, joined handwriting style with increasing accuracy and speed. To continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left unjoined.</p>	<p>To increase the legibility, consistency and quality of their handwriting by ensuring that the down strokes of letters are parallel and equidistant and by ensuring that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch. To confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency.</p>	<p>To increase the speed of their handwriting so that problems with forming letters do not get in the way of writing down what they want to say. To be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version. To confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way.</p>	<p>To write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters and by choosing the writing implement that is best suited for a task. To recognise when to use an unjoined style (e.g. for labelling a diagram, for writing an email address or for algebra) and capital letters (e.g. for filling in a form).</p>	

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