The Echelford Primary School - Writing Progression Document

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Transcription						
Use their phonic knowledge to write words in ways which match their spoken sounds **Write some irregular common words.** Irregular words do not fit the typical letter-sound correspondence. Certain high-frequency words, such as 'do' and 'to' are irregular. **Write simple sentences which can be read by themselves and others** **Spell some words correctly and others that are phonetically-plausible**	**Spell words containing the 40+ phonemes, common exception words and days of the week** Phonemes are the smallest units of sound within a language. **Name letters of the alphabet** **Add suffix -s and -es to create plural nouns/3rd person singular for verbs** **Use prefix un-** **Use -ing, -ed, -er and -est where root word remains unchanged**	**Learn alternative spelling phonemes** **Spell common exception words, contractions and homophones** Contractions can be used to join two separate words in order to create one shorter word. We do this by using an apostrophe (') to show that we have left out some letters when joining words together. Homophones are words that sound the same but have different meanings. **Use the possessive apostrophe (singular)**	**Use a wider range of prefixes and suffixes** **Spell wide range of homophones** **Spell words that are often misspelt** **Use possessive apostrophe for plurals** Plural means more than one **Use a dictionary to spell words correctly**	**Use a wider range of prefixes and suffixes** **Spell wide range of homophones** **Spell words that are often misspelt** **Use possessive apostrophe for plurals** **Use a dictionary to spell words correctly** **Write from memory simple sentences dictated by the teacher** **Use the diagonal and horizontal strokes needed to join letters**	**Use a further range of suffixes and prefixes** **Spell some words with silent letters** **Continue to distinguish between homophones and other words that are often confused** **Use knowledge of morphology and etymology as a strategy for spelling**	**Use a further range of suffixes and prefixes** **Spell some words with silent letters** **Continue to distinguish between homophones and other words that are often confused** **Use knowledge of morphology and etymology as a strategy for spelling** **Use dictionaries to check spelling and meaning of new words (using first 3 letters)** **Use a thesaurus** **Write legibly, fluently and with increasing speed**

Handle equipment and tools effectively, including pencils for writing

Using the tripod grip in almost all cases.

A tripod grip is when the thumb, index finger and middle finger work together to pick up small objects.

Write from memory simple sentences dictated by the teacher

Sit correctly at table holding pencil correctly

Begin to form correctly-oriented lower-case letters, capital letters and digits 0-9

Add suffixes -ment, -ness, -ful, -less, -ly

Form lower-case letters of correct size/proportion

Start using diagonal/horizontal strokes to join and know which are best left unjoined

Write capital letters of the right size, orientation and proportion
Use correct spacing between letters and words

Write from memory simple sentences dictated by the teacher

A dictionary is a list of words or phrases and their definitions arranged in alphabetical order. In an English dictionary you'll find words beginning with 'a' at the front and 'z' at the back. There are lots of words in the English language which begin with 'a', so it's not just the first letter that is important.

Write from memory simple sentences dictated by the teacher

Use the diagonal and horizontal strokes needed to join letters

Know which letters are best left unjoined

Increase the legibility, consistency and quality of handwriting

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Know which letters are best left unjoined

Increase the legibility, consistency and quality of handwriting

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Morphology is the study of words, how they're formed and their relationship with other words in the same language. Morphology analysis the structure of words, such as stems, root words, prefixes, and suffixes,and parts of words.

Etymology is the study of words, including how they got their meanings and how words develop throughout history.

Use dictionaries to check spelling and meaning of new words (using first 3 letters)

Use a thesaurus

If you look up a word in a thesaurus it will show you a list of synonyms. These are other words that mean the same thing or something similar.

Choose the writing implement best suited to the task

					Write legibly, fluently and with increasing speed Choose the writing implement best suited to the task.	

Grammar and Punctuation

Write simple sentences which can be read by themselves	**Leave spaces between words** **Use punctuation for sentences using capital letter, full stop, question mark and exclamation mark** Use capital letter for names of people, places, days of the week and pronoun 'I'. **Use "and" to join words and clauses** A clause is a sentence which always contains a subject (the thing doing the verb) and a verb (an action word).	**Use commas in lists** A comma is a punctuation mark that separates items in a list and marks the divisions within sentences. **Use apostrophes for the contracted form** **Use apostrophes for singular possession** **Use sentences with different forms: statements, commands, questions and exclamations**	**Use wider range of subordinating conjunctions (before, after, while, when, if, because, although)** A subordinating conjunction is simply the word/words that is used to join a subordinating clause to another clause or sentence. **Use present perfect verb tense (I have seen)** The present perfect tense is used to describe actions that happened in the past but that are related to the present. To form the present perfect tense, we use the words 'has' or 'have' and add them to the beginning of a past tense verb.	**Choose nouns/pronouns accurately for clarity and cohesion** **Use fronted adverbials (adverbs, phrases and subordinate clauses)** Fronted adverbials are words or phrases placed at the beginning of a sentence which are used to describe the action that follows. **Use commas after fronted adverbials** **Use apostrophe for plural possession** **Punctuate direct speech with inverted commas**	**Use relative clauses with relative pronouns who, which, where, whose, that, when** A relative clause is a type of subordinate clause that gives extra information about a noun. It's connected to the main clause of a sentence using a relative pronoun. **Indicate possibility using adverbs (maybe, possibly, perhaps, definitely) and modal verbs (shall, may, might, must, could etc)** **Build cohesion within a paragraph**	**Use active/passive voice for effect** A sentence is written in an active voice when the subject of the sentence is performing the action. A sentence is written in passive voice when the subject of the sentence has something done to it by someone or something. **Use perfect form to indicate time/cause** **Use hyphens to avoid ambiguity Use colons to introduce a list and mark boundaries between clauses**

		Statements are the most common type of sentence. They tell the reader a fact or idea about a single topic. They must always end in punctuation, usually a full stop. **Command** sentences are used when you are telling someone to do something. Commands usually start with an imperative verb, also known as a 'bossy verb', because they tell someone to do something. A **question** is a type of sentence that we ask or write to gain further information from a person or people responding. Written questions are punctuated with a question mark to show that the sentence has been completed.	**Express time, place and cause using conjunctions (when, before, after, while, because)** **Express time, place and cause using adverbs (then, next, soon, therefore)** An adverb is a word that describes a verb. **Express time, place and cause using prepositions (before, after, during, in, because of)** A preposition is a word that tells you where or when something is in relation to something else. **Punctuate direct speech with inverted commas** Inverted commas are punctuation marks which signal to the reader where spoken words begin and end within a sentence.	**Know the difference between Standard/non-Standard English** Standard English is the form of English that is taught around the world and understood by all speakers of the language. Non-standard English is the informal version of the language, which can change depending on where it is being spoken.	**Link ideas across paragraphs using adverbials of time, place and number or by varying tense** **Indicate parenthesis using brackets, dashes and commas** Parenthesis is the use of a word, phrase or sentence in writing, as extra information or an afterthought, punctuated by commas, brackets or dashes. **Use commas to clarify meaning/avoid ambiguity** **Use expanded noun phrases for accuracy.** Expanded noun phrases add more detail to the noun by adding one or more adjectives.	A hyphen is a punctuation mark - used to divide or to compound words or word elements. **Use semi-colons in a longer list and to mark boundaries between clauses** A colon is a type of punctuation mark that is used to separate two independent clauses within a sentence. Colons are different to semicolons, and they're often used in sentences to indicate that an explanation, list of facts, or a piece of dialogue is about to follow. **Punctuate bullet points consistently** Bullets or bullet points are organisational devices made up of small dots or symbols. They are used to indicate separate items in a list.

		Exclamations begin with 'what' or 'how' and end in an exclamation mark. They are full sentences, which include a verb, and show surprise or express feeling. **Use expanded noun phrases** Expanded noun phrases add more detail to the noun by adding one or more adjectives. **Use present/past tense including progressive** The present tense is used when something is happening now or when something happens regularly. The past tense is used to indicate that an event has already happened, but it can also display a state of being.	**Use the forms a or an according to whether the next word begins with a consonant or a vowel** A consonant is any letter of the alphabet other than the vowels (a, e, i, o, u).		**Use wider range of cohesive devices (repetition of word/phrase, adverbials and ellipsis)** An ellipsis (sometimes referred to as dot dot dot...) is a punctuation mark we use to indicate that words are missing. **Identify formal/informal structures eg question tags, subjunctive form** The subjunctive form is the verb form used to explore a hypothetical situation (for example, If I were you) or to express a wish, a demand, or a suggestion (For example, I demand he be present).

		Use subordination (when, if, that, because) **Use co-ordination (or, and, but)** **Use some features of Standard English**				

Language and Vocabulary

Listen attentively to a range of stories **Listen to stories, anticipating key events** **Respond to what they hear with relevant questions, comments and actions**	**Use vocabulary from stories (eg fairy tales) to increase vocabulary in their own writing** **Understand how language can be used in narrative and non-fiction (eg to build surprise/present facts)** A narrative is a piece of writing that focuses on telling a story. The information in non-fiction books is factual.	**Recognise and use simple recurring literary language in stories and poems** **Discuss and clarify meanings of new words, making links to known vocabulary** **Use drama and role-play to identify with and explore characters**	**Use similar writing to identify and understand vocabulary and language ("magpie" words and phrases to use in own writing)** **Create characters, setting and plot** A character is someone in a story - either a human, a fantastical or mythical creature. A setting is where and when a story is set. The plot is the main sequence of events of a fictional story.	**Broaden range of figurative language to include metaphors, personification and repetition** A metaphor is a word or a phrase used to describe something as if it were something else. Personification is a figurative device in which human attributes or feelings are given to an inanimate object or thing as if it were human.	**Use knowledge of language from stories, plays and poetry to enhance the effectiveness of their writing** Plays are written for people to perform. The script is a written down version of the play. It uses dialogue, stage directions and tells the actors how to say the lines. **Select appropriate language and vocabulary to reflect their understanding of audience and purpose**	**Use knowledge of language from stories, plays and poetry to enhance the effectiveness of their writing** **Select appropriate language and vocabulary to reflect their understanding of audience and purpose** **Become familiar with the language of writing eg figurative language, imagery, style and effect**

	Change meaning of adjectives/verbs using prefix un An adjective is a word that describes a noun (the name of a thing or a place). Verbs can be used to describe an action, that's doing something. The prefix un- usually means not, so the new word means the opposite of the original.	**Use suffixes -ful, -less, -ness, -ly, -er and -est to form and modify nouns, adjectives and adverbs**	**Use varied and rich vocabulary including: adjectives, expanded noun phrases, adverbs, preposition phrases, collective nouns, similes and alliteration** A collective noun must be a noun that is used to represent a group of people, animals, or objects. A simile describes something by comparing it to something else, using like or as. Alliteration is when words start with the same sound. **Vary sentences openers for effect eg adverbs, preposition phrases and subordinate clauses** **Discuss words and features of texts that capture the reader's interest**	Repetition is when a single word or phrase is used multiple times in short succession for effect. It can help emphasise a point. **Begin to interweave character, setting, plot and dialogue**	The audience of a text refers to the intended readers. An audience can be defined in many ways. It could be: an age group, for example teenagers or adults. It's a consideration of what the author of a particular text was intending when they wrote it, and how they wanted their reader to feel when reading, or what reaction they wanted to encourage. The purpose of writing - to entertain, inform, persuade etc. - has a direct impact on the language features used by the author. **Become familiar with the language of writing eg figurative language, imagery, style and effect**	**Develop characters, settings and atmosphere using language and vocabulary from reading/books** **Integrate dialogue to advance action and convey character** **Evaluate how authors use language and consider effect on the reader** **Use dictionaries (and thesauruses) to check meaning of new words/language**

Figurative language is the use of non-literal phrases or words to create further meaning in writing or speech.

Imagery is when a writer uses very descriptive language, sometimes figurative language (like similes, metaphors, and personification) to appeal to all of your senses.

Develop characters, settings and atmosphere using language and vocabulary from reading/books

Integrate dialogue to advance action and convey character

Evaluate how authors use language and consider effect on the reader
Use dictionaries (and thesauruses) to check meaning of new words/language

Plan, Draft, Edit and Evaluate

Write simple sentences which can be read by themselves	Say out loud what they are going to write about Compose sentences orally before writing *Orally means to speak aloud.* Re-read what they have written to check it makes sense Discuss what they have written with teacher/pupils	Plan/say aloud what they are going to write, sentence by sentence Write down key ideas/words/vocabulary Evaluate own writing with teacher/other pupils Re-read for sense and verb tense consistency Proof-read for errors in spelling, grammar and punctuation	Draw on examples of writing (structure, vocabulary and grammar) when planning their own work Discuss and record ideas Compose and practise sentences orally using an increasingly wide range of vocabulary and sentence structure Assess own and others' writing, suggesting improvements Suggest changes to grammar and vocabulary Proof-read work for spelling and punctuation errors	Draw on examples of writing (structure, vocabulary and grammar) when planning their own work Discuss and record ideas Compose and practise sentences orally using an increasingly wide range of vocabulary and sentence structure Assess own and others' writing, suggesting improvements Suggest changes to grammar and vocabulary Proof-read work for spelling and punctuation errors	Use dictionaries to check the spelling and meaning of words Identify audience and purpose when writing Note and develop initial ideas drawing on reading Select appropriate grammar and punctuation and understand how these can change/enhance meaning Select appropriate grammar and punctuation and understand how these can change/enhance meaning Assess effectiveness of own and others' writing	Use dictionaries to check the spelling and meaning of words Identify audience and purpose when writing Note and develop initial ideas drawing on reading Select appropriate grammar and punctuation and understand how these can change/enhance meaning Assess effectiveness of own and others' writing Propose changes to grammar, punctuation and vocabulary to enhance meaning/effectiveness Choose the appropriate register (formal/informal)

Propose changes to grammar, punctuation and vocabulary to enhance meaning/effectiveness

Choose the appropriate register (formal/informal)

Formal writing, often, uses more jargon , including technical or specialist words. Formal writing often avoids using 'I or 'you'.

Informal writing can use sentences, paragraphs, vocabulary, and punctuation much more freely for dramatic effect or simply to sound relaxed, chatty and friendly.

Text Structures and Features

	Become familiar with and retell key stories, fairy stories and traditional tales **Recognise and join in predictable phrases and use these in their writing** **Sequence sentences to form short narratives** Sequencing a story means identifying the main narrative components — the beginning, middle, and end—as a first step towards retelling the events of the story in logical order.	**Draw on a wide range of stories, poems, plays and information books and understand their features** **Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales** **Recognise simple, recurring language and discuss favourite words and phrases** **Understand the structure of non-fiction books** **Write for different purposes including narratives (real and fictional), real events and poetry**	**Build on KS1 wide range of stories, poetry, plays, myths, legends, non-fiction and reference books** **Retell stories orally** **Recognise themes eg good over evil, use of magical devices** **Be exposed to books that are structured in different ways** **Identify how language, structure, vocabulary, grammar and presentation contribute to meaning** **Organise paragraphs around a theme** **Build cohesion within a paragraph**	**Build on KS1 wide range of stories, poetry, plays, myths, legends, non-fiction and reference books** **Retell stories orally Recognise themes eg good over evil, use of magical devices** **Be exposed to books that are structured in different ways** **Identify how language, structure, vocabulary, grammar and presentation contribute to meaning** **Organise paragraphs around a theme** **Build cohesion within a paragraph** **Link ideas across paragraphs using adverbials of time, place and number or by varying tense**	**Summarise and present familiar stories in their own words** **Summarise main ideas from more than one paragraph using evidence** **Use knowledge of language and structure gained from stories, plays, poetry and non-fiction in their writing** **Reflect understanding of audience and purpose through choice of grammar, vocabulary and structure** **In fiction, consider how authors develop character and setting**	**Use knowledge of language and structure gained from stories, plays, poetry and non-fiction in their writing** **Reflect understanding of audience and purpose through choice of grammar, vocabulary and structure** **Summarise and present familiar stories in their own words** **Summarise main ideas from more than one paragraph using evidence** **Evaluate how authors use language and consider effect on the reader** **Use a wide range of devices to build cohesion within and across paragraphs**

		Fiction is made up, you need to use your imagination when you are writing it.

A poem is made up of words and some words rhyme. Some poems have a fast rhythm, while others are slow.

Structure and sequence ideas orally and (where appropriate) through drama and role-play | Paragraphs are a collection of sentences. They are used in writing to introduce new sections of a story, characters or pieces of information. Paragraphs help readers to enjoy what has been written because they break text up into easy-to-read sections.

Write for a range of purposes

Link ideas across paragraphs using adverbials of time, place and number or by varying tense

Locate information using contents, index and glossaries

Use simple organisational devices eg headings, sub-headings

The title of a piece of writing, usually used for Non-Fiction, which may then be broken down further using a sub-heading. | **Locate information using contents, index and glossaries**

The contents page is found at the front of the book and tells you what is in each chapter. The index is usually at the back of the book and tells you about the facts you can find on particular pages. It is in alphabetical order.

A glossary is an alphabetical list of the commonly unknown words with their definitions.

Use simple organisational devices eg headings, sub-headings | **Be exposed to wide range of books including myths, legends, fairy stories, modern fiction, fiction from literary heritage and books from other cultures**

Evaluate how authors use language and consider effect on the reader

Use a wide range of devices to build cohesion within and across paragraphs

Use further organisational and presentational devices to structure text | **Use further organisational and presentational devices to structure text** |

A sub-heading is a mini-headline given to a subsection or paragraph within a main piece of writing.