

## Highfield C of E Primary School – Writing Progression



Letter formation / Handwriting					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Children know how to:</b></p> <ul style="list-style-type: none"> <li>➤ sit correctly at a table, holding a pencil comfortably and correctly – BBC position.</li> <li>➤ continue to develop tripod grip of a pencil/pen.</li> <li>➤ write some lower case and capital letters of the alphabet in the correct direction, starting and finishing in the right place.</li> <li>➤ form digits 0-9.</li> </ul>	<p><b>Children know how to:</b></p> <ul style="list-style-type: none"> <li>➤ sit correctly at a table, holding a pencil comfortably and correctly – BBC position.</li> <li>➤ master the tripod grip of a pen/pencil.</li> <li>➤ form lower case letters of the correct size, relative to one another.</li> <li>➤ use spacing between words that reflects the size of the letters.</li> <li>➤ write capital letters and digits of the correct size, orientation and relationship to one another and to lowercase letters.</li> <li>➤ begin to use the diagonal and horizontal strokes needed to join letters.</li> </ul>	<p><b>Children know how to:</b></p> <ul style="list-style-type: none"> <li>➤ use the diagonal and horizontal strokes needed to join letters.</li> <li>➤ Increase the legibility, consistency and quality of handwriting, e.g.: by ensuring that down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</li> </ul>	<p><b>In addition to KS1 and Year 3 knowledge, children know how to:</b></p> <ul style="list-style-type: none"> <li>➤ Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left not joined.</li> <li>➤ Continue to Increase the legibility, consistency and quality of handwriting, e.g.: by ensuring that down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</li> </ul>	<p><b>In addition to KS1 and lower KS2 knowledge, children know how to:</b></p> <ul style="list-style-type: none"> <li>➤ confidently use diagonal and horizontal joining strokes when writing independently to increase fluency.</li> <li>➤ begin to choose a standard of handwriting which is appropriate for a particular task, e.g. quick notes or a final handwritten version.</li> </ul>	<p><b>In addition to KS1 and lower KS2 and Year 5 knowledge, children know how to:</b></p> <ul style="list-style-type: none"> <li>➤ choose a standard of handwriting which is appropriate for a particular task, e.g. quick notes or a final handwritten, presented version.</li> <li>➤ choose the writing implement which is best suited for a task</li> </ul>

Planning, Drafting and Editing

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Children know how to:</p> <ul style="list-style-type: none"> <li>➤ compose a sentence orally before writing.</li> <li>➤ Say a sentence out loud before writing it – oral rehearsal.</li> <li>➤ sequence sentences to form short narratives.</li> <li>➤ read their writing to check that it makes sense to themselves and to an adult.</li> <li>➤ to begin to independently make a change to their writing so that they</li> </ul>	<p>Children know how to:</p> <ul style="list-style-type: none"> <li>➤ write narratives about personal experiences and those of others (real and fictional).</li> <li>➤ plan what they are going to write about, including writing down ideas and/or key words and new vocabulary eg: mind-maps.</li> <li>➤ sequence what they want to say sentence by sentence.</li> <li>➤ make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.</li> </ul>	<p>In addition to KS1 knowledge, children know how to:</p> <ul style="list-style-type: none"> <li>➤ use ideas from their own reading and modelled examples to plan their writing.</li> <li>➤ begin to proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements</li> <li>➤ organise their writing into paragraphs around a theme (e.g. 3 paragraphs – beginning, middle and end).</li> </ul>	<p>In addition to KS1 and Year 3 knowledge, children know how to:</p> <ul style="list-style-type: none"> <li>➤ compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</li> <li>➤ consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader.</li> <li>➤ proofread and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for</li> </ul>	<p>In addition to KS1 and lower KS2 knowledge, children know how to:</p> <ul style="list-style-type: none"> <li>➤ plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</li> <li>➤ consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed and use these as a basis for structuring their own writing.</li> </ul>	<p>In addition to KS1 and lower KS2 and Year 5 knowledge, children know how to:</p> <ul style="list-style-type: none"> <li>➤ note down and develop initial ideas, drawing on reading and research where necessary.</li> <li>➤ use appropriate organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).</li> <li>➤ use a wide range of devices to build cohesion within and across paragraphs.</li> <li>➤ consistently proofread for spelling and punctuation errors.</li> </ul>

Audience, purpose and structure

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Children know how to:</p> <ul style="list-style-type: none"> <li>➤ use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices.</li> <li>➤ start to engage readers in stories and news telling by using adjectives to describe.</li> <li>➤ begin to write for different purposes: poetry, instructions, letter.</li> </ul>	<p>Children know how to:</p> <ul style="list-style-type: none"> <li>➤ write for different purposes with an awareness of an increased amount of fiction and non-fiction structures.</li> <li>➤ use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences.</li> <li>➤ read aloud what they have written with appropriate intonation to make the meaning clear.</li> </ul>	<p>In addition to KS1 knowledge, children know how to:</p> <ul style="list-style-type: none"> <li>• demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</li> <li>➤ use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).</li> <li>➤ make deliberate, ambitious word choices to add detail.</li> <li>➤ create settings, characters and plot in narratives.</li> <li>➤ begin to use dialogue to convey a character.</li> </ul>	<p>In addition to KS1 and Year 3 knowledge, children know how to:</p> <ul style="list-style-type: none"> <li>• write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices e.g.: text boxes, bullet points etc.)</li> <li>➤ write a range of narratives that are well-structured and well-paced.</li> <li>➤ create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere.</li> <li>➤ use dialogue to convey a character and to start to advance the action.</li> </ul>	<p>In addition to KS1 and lower KS2 knowledge, children know how to:</p> <ul style="list-style-type: none"> <li>• produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes.</li> <li>➤ describe settings, characters and atmosphere with carefully-chosen vocabulary to enhance mood, clarify meaning and create pace.</li> <li>➤ use dialogue to convey a character and to advance the action.</li> <li>➤ perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.</li> </ul>	<p>In addition to KS1 and lower KS2 and Year 5 knowledge, children know how to:</p> <ul style="list-style-type: none"> <li>• write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.).</li> <li>➤ distinguish between the language of speech and writing and to choose the appropriate level of formality.</li> <li>➤ select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).</li> </ul>

**Sentence structure (including punctuation and grammar)**

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Children will:</b></p> <ul style="list-style-type: none"> <li>➤ use simple sentence structures that are accurately punctuated with a capital letter and a full stop.</li> <li>➤ use simple conjunctions (and, but) to link ideas in sentences.</li> <li>➤ form simple compound sentences.</li> <li>➤ use capital letters for names, places, the days of the week and the personal pronoun 'I'.</li> <li>➤ use finger spaces.</li> <li>➤ use full stops to end sentences.</li> <li>➤ use question marks and exclamation marks.</li> </ul>	<p><b>Children will:</b></p> <ul style="list-style-type: none"> <li>• use the present tense and the past tense mostly correctly and consistently.</li> <li>➤ form sentences with different forms: statement, question, exclamation, command.</li> <li>➤ use co-ordination (or/and/but).</li> <li>➤ use some subordination (when/if/that/because).</li> <li>➤ use expanded noun-phrases to describe and specify (e.g. the blue butterfly).</li> <li>➤ <b>use the full range of punctuation taught at key stage 1 mostly correctly, including:</b> capital letters, full stops, question marks and</li> </ul>	<p><b>Children will:</b></p> <ul style="list-style-type: none"> <li>➤ maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement.</li> <li>➤ use 'a' or 'an' correctly throughout a piece of writing.</li> <li>➤ use simple conjunctions confidently and accurately.</li> <li>➤ use subordinate clauses, extending the range of sentences with more than one clause by using a wide range of conjunctions, including when, if, because, and although.</li> <li>➤ use a range of conjunctions, adverbs and prepositions to show time, place and cause.</li> </ul>	<p><b>Children will:</b></p> <ul style="list-style-type: none"> <li>➤ maintain an accurate tense throughout a piece of writing.</li> <li>➤ use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'.</li> <li>➤ use subordinate clauses, extending the range of sentences with more than one clause by using a wide range of conjunctions, which are sometimes in varied positions within sentences.</li> <li>➤ Use expanded noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit.</li> <li>➤ consistently choose nouns or pronouns appropriately to aid cohesion and avoid</li> </ul>	<p><b>Children will:</b></p> <ul style="list-style-type: none"> <li>➤ use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.</li> <li>➤ ensure the consistent and correct use of tense throughout all pieces of writing.</li> <li>➤ use a range of conjunctions accurately, varying the position within the sentence.</li> <li>➤ use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly).</li> <li>➤ use relative clauses beginning with a relative pronoun</li> </ul>	<p><b>Children will:</b></p> <ul style="list-style-type: none"> <li>➤ ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural.</li> <li>➤ use the subjunctive form in formal writing.</li> <li>➤ use the perfect form of verbs to mark relationships of time and cause.</li> <li>➤ use the passive voice accurately within appropriate pieces.</li> <li>➤ use question tags in informal writing (a very short clause at the end of a statement which changes the statement into a question. For example, in 'She said half price, didn't she?', the words 'didn't she' are a question tag.)</li> <li>➤ use the full range of punctuation taught at</li> </ul>

	exclamation marks; commas to separate lists;	<ul style="list-style-type: none"> <li>➤ use the full range of punctuation from previous year groups.</li> <li>➤ punctuate direct speech using inverted commas (speech marks).</li> </ul>	<ul style="list-style-type: none"> <li>➤ repetition.</li> <li>➤ use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas.</li> <li>➤ consistently use apostrophes for singular and plural possession.</li> <li>➤ to use a colon and semi colon for lists.</li> </ul>	<ul style="list-style-type: none"> <li>with confidence.</li> <li>➤ to use the passive voice.</li> <li>➤ use commas consistently to clarify meaning or to avoid ambiguity.</li> <li>➤ use brackets, dashes or commas to indicate parenthesis.</li> <li>➤ use a colon and semi colon in lists to separate clauses.</li> </ul>	key stage 2 correctly, including consistent and accurate use of semi- colons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity.
<b>Recognise and use the terms:</b> <ul style="list-style-type: none"> <li>• Letter</li> <li>• Capital letter</li> <li>• Word</li> <li>• Singular</li> <li>• Plural</li> <li>• Sentence</li> <li>• Punctuation</li> <li>• Full stop</li> <li>• Question mark</li> <li>• Exclamation mark.</li> </ul>	<b>Recognise and use the terms:</b> <ul style="list-style-type: none"> <li>• Noun</li> <li>• Noun phrase</li> <li>• Statement</li> <li>• Question</li> <li>• Exclamation</li> <li>• Command</li> <li>• Compound</li> <li>• Suffix</li> <li>• Adjective</li> <li>• Verb</li> <li>• Adverb</li> <li>• Present and past tense</li> <li>• Apostrophe</li> <li>• Comma</li> </ul>	<b>Recognise and use the terms:</b> <ul style="list-style-type: none"> <li>• Preposition</li> <li>• Conjunction</li> <li>• Word family</li> <li>• Prefix</li> <li>• Clause</li> <li>• Subordinate clause</li> <li>• Direct speech</li> <li>• Consonant</li> <li>• Vowel</li> <li>• Inverted commas (speech marks)</li> </ul>	<b>Recognise and use the terms:</b> <ul style="list-style-type: none"> <li>• Determiner</li> <li>• Pronoun</li> <li>• Possessive pronoun</li> <li>• Adverbial</li> </ul>	<b>Recognise and use the terms:</b> <ul style="list-style-type: none"> <li>• Modal verb</li> <li>• Relative pronoun</li> <li>• Relative clause</li> <li>• Parenthesis</li> <li>• Brackets</li> <li>• Dash</li> <li>• Cohesion</li> <li>• Ambiguity</li> </ul>	<b>Recognise and use the terms:</b> <ul style="list-style-type: none"> <li>• Subject</li> <li>• Object</li> <li>• Active</li> <li>• Passive</li> <li>• Synonym</li> <li>• Antonym</li> <li>• Ellipsis</li> <li>• Hyphen</li> <li>• Colon</li> <li>• Semi-colon</li> <li>• Bullet points</li> </ul>

Children to build on this language each year and to revisit terminology in 'prove it's



Spelling

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Children know how to:</p> <ul style="list-style-type: none"> <li>➤ spell words containing each of the 40+ phonemes taught</li> <li>➤ spell common exception words</li> <li>➤ spell the days of the week</li> <li>➤ name the letters of the alphabet in order</li> <li>➤ use letter names to distinguish between alternative spellings of the same sound</li> <li>➤ spell words with simple phoneme/grapheme correspondence accurately e.g. cat, dog, red</li> <li>➤ make phonetically plausible attempts at writing longer words dominant phonemes and common grapheme representations</li> </ul>	<p>Children know how to:</p> <ul style="list-style-type: none"> <li>➤ segment spoken words into phonemes and represent these by graphemes, spelling many correctly</li> <li>➤ learn 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>➤ learn to spell common exception words</li> <li>➤ distinguish between homophones and near-homophones</li> </ul>	<p>In addition to KS1 knowledge, children know how to:</p> <ul style="list-style-type: none"> <li>➤ spell further homophones</li> <li>➤ spell words that are often misspelt (Appendix 1)</li> </ul>	<p>In addition to KS1 and Year 3 knowledge, children know how to:</p> <ul style="list-style-type: none"> <li>➤ spell further homophones</li> <li>➤ spell words that are often misspelt (Appendix 1)</li> </ul>	<p>In addition to KS1 and lower KS2 knowledge, children know how to:</p> <ul style="list-style-type: none"> <li>➤ spell some words with 'silent' letters</li> <li>➤ continue to distinguish between homophones and other words which are often confused</li> <li>➤ 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</li> </ul>	<p>In addition to KS1 and lower KS2 and Year 5 knowledge, children know how to:</p> <ul style="list-style-type: none"> <li>➤ spell some words with 'silent' letters</li> <li>➤ continue to distinguish between homophones and other words which are often confused</li> <li>➤ 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</li> </ul>

Additional spelling rules and guidance

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Children will be taught to:</p> <ul style="list-style-type: none"> <li>➤ use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs</li> <li>➤ use the prefix un-</li> <li>➤ use -ing, -ed, -er and -est where no change is needed in the spelling of root words</li> <li>➤ apply simple spelling rules and guidance from Appendix 1</li> </ul>	<p>Children will be taught to:</p> <ul style="list-style-type: none"> <li>• use the possessive apostrophe (singular)</li> <li>➤ learn to spell more words with contracted forms</li> <li>➤ add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly</li> <li>➤ show awareness of silent letters in spelling e.g. knight, write</li> <li>➤ use -le ending as the most common spelling for this sound at the end of words</li> <li>➤ apply spelling rules and guidelines from Appendix 1</li> </ul>	<p>Children will be taught to:</p> <ul style="list-style-type: none"> <li>➤ use further prefixes and suffixes and understand how to add them</li> <li>➤ place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</li> <li>➤ use the first 2 or 3 letters of a word to check its spelling in a dictionary</li> </ul>	<p>Children will be taught to:</p> <ul style="list-style-type: none"> <li>• use further prefixes and suffixes and understand how to add them</li> <li>➤ place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</li> <li>➤ use the first 2 or 3 letters of a word to check its spelling in a dictionary</li> </ul>	<p>Children will be taught to:</p> <ul style="list-style-type: none"> <li>➤ use further prefixes and suffixes and understand the guidance for adding them</li> <li>➤ use dictionaries to check the spelling and meaning of words</li> <li>➤ use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary</li> </ul>	<p>Children will be taught to:</p> <ul style="list-style-type: none"> <li>➤ use further prefixes and suffixes and understand the guidance for adding them</li> <li>➤ use dictionaries to check the spelling and meaning of words</li> <li>➤ use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary</li> </ul>

Purposes for writing

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Writing to entertain:</b></p> <ul style="list-style-type: none"> <li>• Setting description</li> <li>• Character description</li> <li>• Poem</li> <li>• Narrative</li> </ul> <p><b>Writing to inform:</b></p> <ul style="list-style-type: none"> <li>• Letter</li> <li>• Diary entry</li> <li>• Recount</li> <li>• Non-chronological report</li> <li>• Instructions</li> </ul>	<p><b>Writing to entertain:</b></p> <ul style="list-style-type: none"> <li>• Setting description</li> <li>• Character description</li> <li>• Poem</li> <li>• Narrative</li> </ul> <p><b>Writing to inform:</b></p> <ul style="list-style-type: none"> <li>• Letter</li> <li>• Diary entry</li> <li>• Recount</li> <li>• Non-chronological report</li> <li>• Instructions</li> </ul>	<p><b>Writing to entertain:</b></p> <ul style="list-style-type: none"> <li>• Setting description</li> <li>• Character description</li> <li>• Poem</li> <li>• Narrative</li> </ul> <p><b>Writing to inform:</b></p> <ul style="list-style-type: none"> <li>• Letter</li> <li>• Diary entry</li> <li>• Recount</li> <li>• Explanation text</li> <li>• Informal letter</li> <li>• Non-chronological report</li> <li>• Instructions</li> <li>• Biography</li> </ul> <p><b>Writing to persuade:</b></p> <ul style="list-style-type: none"> <li>• Poster/ Advertisement</li> </ul>	<p><b>Writing to entertain:</b></p> <ul style="list-style-type: none"> <li>• Setting description</li> <li>• Character description</li> <li>• Poem</li> <li>• Narrative</li> </ul> <p><b>Writing to inform:</b></p> <ul style="list-style-type: none"> <li>• Letter</li> <li>• Diary entry</li> <li>• Recount</li> <li>• Explanation text</li> <li>• Informal letter</li> <li>• Non-chronological report</li> <li>• Instructions</li> <li>• Biography</li> </ul> <p><b>Writing to persuade:</b></p> <ul style="list-style-type: none"> <li>• Poster/ Advertisement</li> </ul>	<p><b>Writing to entertain:</b></p> <ul style="list-style-type: none"> <li>• Setting description</li> <li>• Character description</li> <li>• Poem</li> <li>• Narrative</li> </ul> <p><b>Writing to inform:</b></p> <ul style="list-style-type: none"> <li>• Letter</li> <li>• Diary entry</li> <li>• Recount</li> <li>• Explanation text</li> <li>• Informal letter</li> <li>• Non-chronological report</li> <li>• Instructions</li> <li>• Biography</li> </ul> <p><b>Writing to persuade:</b></p> <ul style="list-style-type: none"> <li>• Advertisement</li> <li>• Speech</li> </ul> <p><b>Writing to discuss:</b></p> <ul style="list-style-type: none"> <li>• Biased argument</li> <li>• Review</li> </ul>	<p><b>Writing to entertain:</b></p> <ul style="list-style-type: none"> <li>• Setting description</li> <li>• Character description</li> <li>• Poem</li> <li>• Narrative</li> </ul> <p><b>Writing to inform:</b></p> <ul style="list-style-type: none"> <li>• Letter</li> <li>• Diary entry</li> <li>• Recount</li> <li>• Explanation text</li> <li>• Informal letter</li> <li>• Non-chronological report</li> <li>• Instructions</li> <li>• Biography</li> </ul> <p><b>Writing to persuade:</b></p> <ul style="list-style-type: none"> <li>• Advertisement</li> <li>• Speech</li> </ul> <p><b>Writing to discuss:</b></p> <ul style="list-style-type: none"> <li>• Biased argument</li> <li>• Review</li> </ul>