



Ettington Primary School Progression Document

WRITING



INTENT

At Ettington, we believe books and quality texts are at the heart of all our learning. We take pride in ensuring the children have access and learning opportunities to a rich and diverse range of quality texts. These texts underpin the children's development of language, reading and writing. As teachers we use them to plan exciting and informative reading and writing lessons and they also support other curriculum areas.

"The mind is like a 'tardis'; it may seem small but inside there are many mansions. Each great book develops the imagination and equips the reader with language." (Pie Corbett)

National Curriculum Aims:

The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

It is our intent to follow planned teaching based on the National Curriculum, supported by clear progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. It is important that children develop English skills by using them across the curriculum. Rich texts are utilised as examples for children to aspire to.

Through our curriculum, will ensure that by the time children leave at the end of Key Stage 2, they will: Speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. They will listen to, speak, read and write their ideas using their imagination and knowledge of English in order to communicate their ideas. They will write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences. They will have a passion for reading and be able to draw on a treasure of internalised texts.

Writing Knowledge

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To know the sounds of letters.</p> <p>To know how to form letters.</p> <p>To know the common exception words.</p> <p>To know narrative.</p> <p>To know writing is a form of communicating to others your ideas and information.</p> <p>To know a range of different purposes and audiences for writing.</p>	<p>To know the corresponding graphemes to 40+ phonemes.</p> <p>To know the letter families.</p> <p>To know common exception words</p> <p>To know narrative and non-fiction features.</p> <p>To know a range of quality texts.</p> <p>To know writing is a form of communicating to others your ideas and information.</p> <p>To know a range of different purposes and audiences for writing.</p>	<p>To know the corresponding graphemes to 40+ phonemes and alternative spellings.</p> <p>To know relative sizing of letters.</p> <p>To know common exception words.</p> <p>To know narrative and non-fiction features.</p> <p>To know how to plan, write and edit.</p> <p>To know a range of quality texts.</p> <p>To know writing is a form of communicating to others your ideas and information.</p> <p>To know a range of different purposes and audiences for writing.</p>	<p>To know the corresponding graphemes to 40+ phonemes and alternative spellings.</p> <p>To know lead ins and lead outs for joining letters.</p> <p>To know common exception words.</p> <p>To know narrative and non-fiction features.</p> <p>To know how to plan, write and edit.</p> <p>To know a range of quality texts.</p> <p>To know writing is a form of communicating to others your ideas and information.</p> <p>To know a range of different purposes and audiences for writing.</p>	<p>To know the corresponding graphemes to 40+ phonemes and alternative spellings.</p> <p>To know your own handwriting style.</p> <p>To know common exception words.</p> <p>To know narrative and non-fiction features.</p> <p>To know how to plan, write and edit to create interest for the reader.</p> <p>To know a range of quality texts.</p> <p>To know writing is a form of communicating to others your ideas and information.</p> <p>To know a range of different purposes and audiences for writing.</p>		

Writing Skills						
Transcription, handwriting, composition, spelling, punctuation, grammar and vocabulary						
Spoken Language						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Use recently taught new vocabulary in their discussions about books they have heard. (Speaking)</p> <p>Offer explanations of why things might happen using recently taught and heard vocabulary. (speaking)</p> <p>Demonstrate understanding of what is read to them by retelling stories and narratives using their own words and recently introduced vocabulary</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role play.</p> <p>Participate in small group, class and one-to-one discussions,</p>	<p>Listen and respond appropriately to adults and their peers</p> <p>Ask relevant questions to extend their understanding and knowledge</p> <p>Use relevant strategies to build their vocabulary</p> <p>Articulate and justify answers, arguments and opinions</p> <p>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p>Speak audibly and fluently with an increasing command of Standard English</p> <p>Participate in discussions, presentations, performances, role play, improvisations and debates</p> <p>Gain, maintain and monitor the interest of the listener(s)</p> <p>Consider and evaluate different viewpoints, attending to and building on the contributions of others</p> <p>Select and use appropriate registers for effective communication.</p>					

<p>offering their own ideas, using recently introduced vocabulary; (speaking)</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.(speaking)</p>	
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<p style="text-align: center;">Writing Transcription</p>						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Spell words by identifying sounds in them and representing the sounds with a letter or letters</p> <p>Write recognisable letters, most of which are correctly formed;</p>	<p>Spell:</p> <ul style="list-style-type: none"> • Words containing each of the 40+ phonemes already taught • Common exception words • The days of the week <p>Name the letters of the alphabet:</p> <ul style="list-style-type: none"> • Naming the letters of the alphabet in order • Using letter names to distinguish between alternative spellings of the same sound 	<p>Spell by:</p> <ul style="list-style-type: none"> • Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones • Learning to spell common exception words 	<p>Use further prefixes and suffixes and understand how to add them (English Appendix 1)</p> <p>Spell further homophones</p> <p>Spell words that are often misspelt (English Appendix 1)</p> <p>Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary</p>		<p>Use further prefixes and suffixes and understand the guidance for adding them</p> <p>Spell some words with 'silent' letters [for example, knight, psalm, solemn]</p> <p>Continue to distinguish between homophones and other words which are often confused</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</p> <p>Use dictionaries to check the spelling and meaning of words Use the first three or four letters of a</p>	

	<p>Add prefixes and suffixes:</p> <ul style="list-style-type: none"> • Using the spelling rule for adding –s or –es as the plural marker for nouns and the 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 [for example, helping, helped, helper, eating, quicker, quickest] <p>Apply simple spelling rules and guidance, as listed in English Appendix 1</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p>	<ul style="list-style-type: none"> • Learning to spell more words with contracted forms <p>Learning the possessive apostrophe (singular) [for example, the girl’s book]</p> <ul style="list-style-type: none"> • Distinguishing between homophones and near homophones <p>Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</p> <p>Apply spelling rules and guidance, as listed in English Appendix 1</p> <p>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>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p>word to check spelling, meaning or both of these in a dictionary Use a thesaurus.</p>
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**Writing
Handwriting**

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases (fine motor skills)</p> <p>Write recognisable letters, most of which are correctly formed</p>	<p>Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>Begin to form lowercase letters in the correct direction, starting and finishing in the right place</p> <p>Form capital letters</p> <p>Form digits 0-9</p> <p>Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.</p>	<p>Form lower-case letters of the correct size relative to one another</p> <p>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</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 spacing between words that reflects the size of the letters.</p>	<p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant</p> <p>That lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</p>	<p>Write legibly, fluently and with increasing speed by:</p> <p>Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>Choosing the writing implement that is best suited for a task.</p>		

Writing Composition

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers (listening, attention and understanding)</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; (speaking)</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher (speaking)</p> <p>Write simple phrases and sentences that can be read by others.</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher (being</p>	<p>Write sentences by:</p> <ul style="list-style-type: none"> • Saying out loud what they are going to write about • Composing a sentence orally before writing it • Sequencing sentences to form short narratives • Re-reading what they have written to check that it makes sense • Discuss what they have written with the teacher or other pupils • Read aloud their writing clearly enough to be heard by their peers and the teacher 	<p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> • Writing narratives about personal experiences and those of others (real and fictional) • Writing about real events • Writing poetry • Writing for different purposes <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> • Planning or saying out loud what they are going to write about • Writing down ideas and/or key words, including new vocabulary • Encapsulating what they want to say, sentence by sentence <p>Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> • Evaluating their writing with the teacher and other pupils 	<p>Plan their writing by:</p> <ul style="list-style-type: none"> • Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • Discussing and recording ideas <p>Draft and write by:</p> <ul style="list-style-type: none"> • Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) • Organising paragraphs around a theme • In narratives, creating settings, characters and plot • In nonnarrative material, using simple organisational devices [for example, headings and sub-headings] <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> • Assessing the effectiveness of their own and others' writing and suggesting improvements • Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences <p>Proof-read for spelling and punctuation errors</p> <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>Plan their writing by:</p> <ul style="list-style-type: none"> • Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • Noting and developing initial ideas, drawing on reading and research where necessary • In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>Draft and write by:</p> <ul style="list-style-type: none"> • Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • Précising longer passages • Using a wide range of devices to build cohesion within and across paragraphs • Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> • Assessing the effectiveness of their own and others' writing • Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • Ensuring the consistent and correct use of tense throughout a piece of writing • Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register 		

<p>imaginative and expressive).</p>		<ul style="list-style-type: none"> • 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-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] Read aloud what they have written with appropriate intonation to make the meaning clear. 		<p>Proof-read for spelling and punctuation errors</p> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>
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<p style="text-align: center;">Writing Spelling, Vocabulary, Grammar and Punctuation</p>						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Offer explanations of why things might happen using recently taught and heard vocabulary (speaking)</p>	<p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> • Leaving spaces between words • Joining words and joining clauses using and 	<p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> • Learning how to use both familiar and new punctuation correctly (see English Appendix 2), 	<p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> • Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • Using the present perfect form of verbs in contrast to the past tense 		<p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> • Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms • Using passive verbs to affect the presentation of information in a sentence • Using the perfect form of verbs to mark relationships of time and cause 	

	<ul style="list-style-type: none"> • Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' • Learning the grammar for year 1 in English Appendix 2 <p>Use the grammatical terminology in English Appendix 2 in discussing their writing.</p>	<p>including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</p> <p>Learn how to use:</p> <ul style="list-style-type: none"> • Sentences with different forms: statement, question, exclamation, command • Expanded noun phrases to describe and specify [for example the blue butterfly] • The present and past tenses correctly and consistently including the progressive form • Subordination (using when, if, that, or because) and co-ordination (using or, and, or but) • The grammar for year 2 in English Appendix 2 • Some features of written Standard 	<ul style="list-style-type: none"> • Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • Using conjunctions, adverbs and prepositions to express time and cause • Using fronted adverbials • Learning the grammar for years 3 and 4 in English Appendix 2 <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> • Using commas after fronted adverbials • Indicating possession by using the possessive apostrophe with plural nouns • Using and punctuating direct speech <p>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p>	<ul style="list-style-type: none"> • Using expanded noun phrases to convey complicated information concisely • Using modal verbs or adverbs to indicate degrees of possibility • Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun • Learning the grammar for years 5 and 6 in English Appendix 2 <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> • Using commas to clarify meaning or avoid ambiguity in writing • Using hyphens to avoid ambiguity • Using brackets, dashes or commas to indicate parenthesis • Using semicolons, colons or dashes to mark boundaries between independent clauses • Using a colon to introduce a list • Punctuating bullet points consistently <p>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</p>
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		English Use and understand the grammatical terminology in English Appendix 2 in discussing their writing.		
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Writing Vocabulary						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Name	Letter	Noun	Verbs	Verbs	Modal verb	Modal verb
Letter	Capital letter	Noun phrase	Nouns	Nouns	Imperative verb	Imperative verb
Word	Word	Statement	Noun phrase	Noun phrase	Infinitive verb	Infinitive verb
Finger spaces	Finger space,	Question	Expanded noun	Expanded noun	Possessive pronoun	Possessive pronoun
Blend	Singular	Exclamation	phrase	phrase	Relative pronoun	Relative pronoun
Capital letter	Plural	Command	Adjectives	Adjectives	Relative clause	Relative clause
Lowercase letter	Sentence	Compound	Pronouns	Pronouns	Subordinate clause	Subordinate clause
Sentence	Punctuation	Suffix	Adverbs	Adverbs	Subordinating	Subordinating
Full stop	Full stop	Adjective	Clause	Clause	conjunctions	conjunctions
Question mark	Question mark	Adverb	Preposition	Preposition	Parenthesis	Parenthesis
Caption	Exclamation mark	Verb	Prepositional phrase	Prepositional phrase	Bracket	Bracket
Label	Noun	Tense (past and present)	Coordinating and subordinating	Coordinating and	Dash	Dash
Sound	Verb	Apostrophe	conjunctions	Subordinating	Cohesion	Cohesion
	Adjective	Comma	Prefix	conjunctions	Ambiguity	Ambiguity
	Determiner	Pronoun	Subordinate clause	Prefix	Preposition	Preposition
	Conjunction	Coordinating and subordinating	Direct speech	Subordinate clause	Prepositional phrase	Prepositional phrase
	Pronoun (I)	conjunctions	Consonant	Direct speech,	Expanded noun	Expanded noun
	Clause	Single-clause	Letter vowel	Consonant,	phrase	phrase
	Single clause	sentence	Vowel letter	Consonant	Possessive	Possessive
	sentence	Multi-clause	Inverted commas	letter vowel	apostrophe	apostrophe
	Multi-clause	sentence	Synonym	Vowel letter	Adverbial phrase	Adverbial phrase
	sentence	Multi-clause	Antonym	Inverted commas	Fronted adverbial	Fronted adverbial
	Imperative verbs,	sentence		Synonym	Ellipsis	Ellipsis
	Sequencing	Word families		Antonym	Synonym	Subject

	adverbs (first, then, next) Suffix Prefix Noun phrase Subject	Sentence function Possession Contraction Apostrophe		Determiner Pronoun Possessive pronoun Possessive apostrophe Adverbial phrase Fronted adverbial Ellipsis	Antonym	Object Active voice Passive voice Synonym Antonym Hyphen Colon Semi-colon Bullet points Impersonal voice Subjunctive mood Determiners Articles.
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