English - Writing

Progression of conceptual knowledge:

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| EYFS |
| Transcription |
| Handwriting |
| Composition |
| **Writing- Vocabulary, grammar and punctuation** |
| **Spelling** |

English - Writing

Progression of conceptual knowledge:

**EYFS**

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| 3 to 4 year olds (F1) | **PD – Fine Motor Skills** **(progression across F1)**   * Will use a range of tools and equipment. * Will use a range of tools and equipment with some control. * Starts to recognise the changes they can make using tools and equipment. * Showing more fine motor control with tools. * Showing finer control with smaller tools whilst still needing some help with tricky things like buttons. * Being more in control of the tools being used, e.g. can make more controlled marks with 9 crayons and pencils.   **Literacy (L) – Writing**   * Mark making and drawing with a range of tools and equipment. * Can say what their marks mean. * Shows consideration when mark making. * Starts to take their time changing their tool as the marks progress. Can copy with increasing control. * Starting to make shapes that are recognisable as pre-letter shapes. * Can start to write name as a shape. * Will write their name and identify their name. |
| 4 to 5 year olds (F2) | **PD – Fine Motor Skills** **(progression across F2)**   * Begins to make marks and shapes using simple equipment. * Uses a wider range of equipment to make morerefined shapes * Adds more detail to shapes and objects created as control increases. * Shows increased control to use a range of tools to create more complex shapes and objects. * Early learning goal.   **Literacy: Writing**   * Pupils have the confidence to mark make using their physical skills to increase control over tools and equipment. * They mark make as part of their play. * Pupils mark make consistently as part of their play and can talk about the meaning of their marks. * Sentence structure is starting to be evident. * Some phonic awareness is evident. * Pupils are good at oral rehearsal. * Can compose a sentence well with some sentence structure more consistently used. * Phonic awareness is more evident. Physical. * Writes recognisable letters and words and reads back what has been written. |
| ELG (end of F2) | **Physical Development:** **Fine motor**   * Hold a pencil effectively in preparation for fluent writing (using the tripod grip in almost all cases). * Use a range of small tools, including scissors, paintbrushes and cutlery. * Begin to show accuracy and care when drawing.   **Writing**   * Write recognisable letters, most of which are correctly formed. * Spell words by identifying the sounds with a letter or letters. * Write simple phrases and sentences that can be read by others. |

Transcription

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| --- | --- | --- | --- | --- |
| Transcription | Year 1 | Year 2 | Year 3 and 4 | Year 5 and 6 |
| Name the letters of the alphabet | Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly | Use further prefixes and suffixes and understand how to add them (English Appendix 1) | * Use further prefixes and suffixes and understand the guidance for adding them |
| Add prefixes and suffixes | Learning new ways of spelling phonemes for which one or more spellings are already known | Spell further homophones | * Spell some words with ‘silent’ letters [for example, knight, psalm, solemn] * Continue to distinguish between homophones and other words which are often confused |
| Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. | learn some words with each spelling, including a few common homophones | Spell words that are often misspelt (English Appendix 1) | * 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 |
| Apply simple spelling rules and guidance, as listed in [English Appendix 1](#EnglishAppendix1Spelling) | spell common exception words | Place the possessive apostrophe accurately in words with regular plurals [for example, girls’, boys’] and in words with irregular plurals [for example, children’s] | * Use dictionaries to check the spelling and meaning of words |
|  | learning the possessive apostrophe (singular) [for example, the girl’s book] | Use the first two or three letters of a word to check its spelling in a dictionary | * Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary |
|  | distinguishing between homophones and near-homophones | Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. | Use a thesaurus |
|  | add suffixes to spell longer words, including *–*ment, *–*ness, *–*ful, *–*less*, –*ly |  |  |
|  | Apply spelling rules and guidance, as listed in [[English Appendix 1](#EnglishAppendix1Spelling)](#EnglishAppendix1Spelling) |  |  |
|  | Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. |  |  |

English - Writing

Progression of conceptual knowledge:

Handwriting

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| --- | --- | --- | --- | --- |
| Handwriting | Year 1 | Year 2 | Year 3 and 4 | Year 5 and 6 |
| Sit correctly at a table, holding a pencil comfortably and correctly | Form lower-case letters of the correct size relative to one another | 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 | * Write legibly, fluently and with increasing speed |
| Begin to form lower-case letters in the correct direction, starting and finishing in the right place | 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 | Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. | Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters |
| Form capital letters | Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters |  | * Choosing the writing implement that is best suited for a task |
| Form digits 0-9 | Use spacing between words that reflects the size of the letters. |  |  |
| Understand which letters belong to which handwriting ‘families’ and to practise these. |  |  |  |

English - Writing

Progression of conceptual knowledge:

Composition

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Composition | Year 1 | Year 2 | Year 3 and 4 | Year 5 and 6 |
| saying out loud what they are going to write about | writing narratives about personal experiences and those of others (real and fictional) | * Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar | Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own |
| Orally compose sentences before writing | writing about real events | * Discussing and recording ideas | Note and develop initial ideas, drawing on reading & research where necessary |
| sequencing sentences to form short narratives | writing for different purposes | * Composing/ rehearsing sentences orally (including dialogue), progressively building a varied& rich vocabulary and an increasing range of sentence structures ([[English Appendix 2](#EnglishAppendix2Vocabulary)](#EnglishAppendix2Vocabulary)) | In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed |
| re-reading what they have written to check that it makes sense | Planning or saying out loud what they are going to write about | * Organising paragraphs around a theme | Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning |
| discuss what they have written with the teacher or other pupils | Writing down ideas and/or key words, including new vocabulary | * In narratives, creating settings, characters and plot | In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action |
| Read aloud their writing clearly enough to be heard by their peers and the teacher. | Make simple additions, revisions & corrections to their own writing including proof-reading for GPS errors. | * In non-narrative material, using simple organisational devices [for example, headings and sub-headings] | Précising longer passages |
|  | Evaluating their writing with the teacher and other pupils | * Assessing the effectiveness of their own and others’ writing and suggesting improvements | Read aloud what they have written with appropriate intonation to make the meaning clear. |
|  | Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently | Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences | 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] |
|  | Read aloud what they have written with appropriate intonation making meaning clear. | * Proof-read for spelling and punctuation errors | Assessing the effectiveness of their own and others’ writing |
|  |  | * 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. | Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning |
|  |  |  | YEAR 6  Read aloud own writing, to groups/ whole class, using appropriate intonation & controlling the tone and volume so that the meaning is clear. |

English - Writing

Progression of conceptual knowledge:

Vocabulary, grammar and punctuation

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| --- | --- | --- | --- | --- |
| Vocabulary, grammar and punctuation | Year 1 | Year 2 | Year 3 and 4 | Year 5 and 6 |
| Word  Regular plural noun suffixes, suffixes – ‘ed’, ‘ing’, ‘er’, Prefix ‘un’ changes verbs and adjectives | Word  Formation of nouns using suffixes such as ‘ness’, ‘er’ and by compounding, formation of adjectives using suffixes such as ‘ful, ‘less’, use of suffixes ‘er’ and ‘est’ in adjectives and ‘ly’ to turn adjectives into adverbs | WORD: Formation of nouns using a range of prefixes (for example super—, anti—, auto—).  Use of the forms ‘a’ or ‘an’ according to whether the next word begins with a consonant or a vowel (a rock, an open box). | WORD: Converting nouns or adjectives into verbs using suffixes (--ate, --ise, --ify)  Verb prefixes (dis--, de--) |
| Sentence  Words combine to make sentences, joining words and clauses using ‘and’ | Sentence  Subordination – when, if, that, because and coordination or, and, but. Expanded noun phrases for description and specification, Understand how grammatical patterns in a sentence indicate its function as a statement, question, explanation or command | SENTENCE: Word families based on common words, showing how words are related in form and meaning (solve, solution, solver, dissolve, insoluble). | SENTENCE: Relative clauses beginning with *who, which, where, when, whose*, that or an omitted pronoun  Indicating degrees of possibility using adverbs (perhaps) or modal verbs (might). |
| Text  Sequencing sentences to form short narratives | Text  correct choice and consistence use of present and past tense, progressive form of verbs in present and past to mark actions in progress | TEXT: Expressing time, place and cause using conjunctions (when, before, after), adverbs (then, next, soon), or propositions (before, after, during).  Introduction to paragraphs as a way to group related material.  Headings and sub-headings to aid presentation.  Use of the present perfect form of verbs instead of the simple past (*He has gone out to play* contrasted with *He went out to play*) | TEXT: Devises to build cohesion within a paragraph (then, after)  Linking ideas across paragraphs using adverbials of time (later), place (nearby) and number (secondly) or tense choices (he *had* seen her before) |
| Punctuation  Spaces to separate words, introduce capital letters, full stops, question marks and explanation marks to demark sentences, capital letters for names and I | Punctuation  Use of capital letters, full stops, question marks and exclamation marks to demark sentences, commas to separate items in a list, apostrophes to make missing letters and singular possession in nouns | PUNCTUATION: Introduction to inverted commas to punctuate direct speech. | PUNCTUATION: Brackets, dashes or commas to indicate parenthesis  Use of commas to clarity meaning or avoid ambiguity |
| Terminology  Letter, capital letter, word, singular plural, sentence, punctuation, full stop, question mark, explanation mark | Terminology  noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tense (past and present), apostrophe, comma | TERMINOLOGY: adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or speech marks) | TERMINOLOGY: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity |

English - Writing

Progression of conceptual knowledge:

Spelling

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| --- | --- | --- | --- | --- |
| Spelling  See *The national curriculum in England – English Appendix 1: Spelling* for further detail  Y1 follows the Revised Letters and Sounds programme and Y2-6 follow the No Nonsense spelling programme. | Year 1 | Year 2 | Year 3 and 4 | Year 5 and 6 |
| Sounds – f, l, s, z, k, ff, ll, ss, zz, ck, nk, tch, v (at the end of a word –n have), ai, oi, ay, oy, a\_e, e\_e, i\_e, o\_e, u\_e, ar,ee, ea, er, ir, ur, oo, oa,ou, ow, ue, ew, ie, igh, or, ore, aw, au, air, ear, are, ph, wh, y (words ending in y -happy) | Sounds – dge, ge, g, s sound spelt c before e, i, and y, Kn and gn, wr, le, el, al, il, y at the end of words, al, all, o as in other, ey, the a after w and qu, or as in word, ar as in war, the s in television, tion | Sounds- the ‘y’ as in myth, ‘ou’ as in young, ‘-sure’ as in measure, ‘-ture’ as in creature, ‘-sion’ as in division, endings which sound like ‘-tion’, ‘-sion’, ‘-ssion’ and ‘–cian’ (alternative spellings) | Sounds- words ending in ‘—cious’ and ‘—tious’ as in vicious and ambitious |
| Division of words into syllables, adding s and es to words for plurals | Adding es to nouns and verbs, ending in y, adding ed, ing, er and est to a root word ending in y with a consonant before it. | Words with the sound spelt ‘ch’ i.e scheme, words with the sound spelt ‘ch’ i.e. machine | Words ending in ‘—cial’, ‘—tial’ as in official and essential |
| Adding ing, ed and er to verbs where no root change is needed, adding er and est to adjective where no change root change is needed, adding the prefix un, compound words, common exception words | Adding ing, ed, er, est and y to words of one syllable ending in a single consonant letter after a single vowel letter. | Words ending with a silent “ue” i.e league or antique | Words ending in ‘—ant’, ‘—ance’ / ‘—ancy’, ‘—ent’, ‘—ence’ / ‘—ency’ and ‘—ation’ (observant, tolerance, hesitancy, innocent, confidence, decency and expectation) |
| Suffixes ment, ness, ful, less and ly | Words with the ‘sc’ sound i.e.science | Words with the ‘i’ sound spelt ei after c as in deceive |
|  | Contraction, possessive apostrophes for singular nouns | Words with the sound spelt ‘ei’, ‘eigh’ or ‘ey’ i.e. vein, weigh, obey. | Words containing the letter string ‘ough’ as in ought, though and plough (note the different ways to say the sound) |
|  | Homophones and near homophones | Adding suffixes beginning with vowel letters to words of more than one syllable | Words with ‘silent’ letters i.e. doubt, lamb and knight. |
|  | Common exception words | Prefixes: un—, dis—, mis—, in— (illegal, immature, irregular), Re—, sub—, inter—, super—, anti—, auto— | Homophones and other words that are often confused: advice/advise, device/devise, practise/practise. |
|  |  | Suffixes: —ation, —ly, —ous |  |
|  |  | Possessive apostrophe with plural words |  |
|  |  | Homophones and near homophones |  |