

Writing



The progressive objectives for writing identify what pupils should know by the end of each year group and link to prior learning. These are organised into a sequence of progressive strands taken from the National Curriculum for Years 1 to 6 and enable teachers to identify and plug gaps in pupil's knowledge and skills.

The programmes of study for writing at key stages 1 and 2 are constructed into two main dimensions:

- **Transcription (spelling and handwriting)**
 - **Phonic and whole word spelling**
 - **Additional Spelling**
 - **Handwriting**
- **Composition (articulating ideas and structuring them in speech and writing)**
 - **Planning writing**
 - **Drafting writing**
 - **Editing writing**
 - **Performing writing**
 - **Vocabulary**
 - **Grammar**
 - **Punctuation**
 - **Grammar Terminology**

Teaching develops pupils' competence in these two dimensions. Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Pupils are also taught a fluent, legible and, eventually, speedy handwriting style.

Contexts for writing

The progressive strands are explored and applied in the following contexts for writing:

EYFS / Key Stage 1

- Narratives about personal experiences and those of others (real and fictional)
- Writing about real events
- Poetry
- Writing for different purposes

Key Stage 2

- Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own

End points

By the end of EYFS, pupils will:

Be able to write recognisable letters, most of which are correctly formed. They will be able to spell words by identifying sounds in them and representing the sounds with a letter or letters. It is expected that they will also write simple phrases and sentences that can be read by others. They will hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.

By the end of Key Stage 1 children will:

Be able to write narratives, both real and fictional. Children will write using past and present tense mostly correctly and consistently. Children will demarcate sentences using capital letters, full stops and question marks most accurately. Children will spell most common exception words correctly. Handwriting will show consistency in letter sizing.

By the end of Key Stage 2 children will:

Be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7, across all subjects and not just in English, but there will continue to be a need for pupils to learn subject-specific vocabulary.

Pupils will be able to reflect their understanding of the audience for and purpose of their writing by selecting appropriate vocabulary and grammar. They will consciously control sentence structure in their writing and understand why sentences are constructed as they are using a range of devices to build cohesion within and across paragraphs.

Children will use a range of punctuation and maintain tense throughout a piece of writing, spelling most words correctly, or being able to use resources quickly and efficiently in order to support spelling. Handwriting will be consistently joined.

Pupils will understand nuances in vocabulary choice and age-appropriate, academic vocabulary.

A typical teaching sequence in writing

- Share the 'hook'/stimulus for writing, sharing purpose for writing and intended audience.
- Revise and recall prior knowledge and skills, linking previous learning to current topic/theme.
- Share and analyse high quality examples, devising success criteria for a specific audience.
- Identify and use key vocabulary related to the genre and topic of writing.
- Quality first teaching sequence which includes relevant content for the genre of writing and the development of new skills.
(Misconceptions identified and addressed throughout teaching sequence and lots of opportunities for children to practise and recall key skills and knowledge).
- Plan independent written outcome, ensuring lots of opportunities for oral rehearsal first.
- Draft written outcome, ensuring independent application of skills and knowledge.
- Assessment of children's written outcomes.
- Edit and improve written outcomes.
- Share/perform writing with intended audience.

Progressive Objectives

Our progressive objectives show what pupils should know and be able to do in each strand of writing by the end of each year group. These are used to support planning and the ongoing assessments of pupils' work.

Transcription

- Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. (Year 1/2)
- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. (Year 3/4)

| Year Group | Spelling |
|------------|---|
| EYFS | Hear and say initial sounds in words |
| | Hear and say sounds in simple words |
| | Spell words by identifying sounds in them and representing the sounds with a letter or letters |
| | Spell RWI red words appropriate to their ability |
| Year 1 | Spell words containing each of the 40+ phonemes taught |
| | Spell common exception words |
| | Spell the days of the week |
| | Name the letters of the alphabet in order |
| | Use letter names to distinguish between alternative spellings of the same sound |
| | Use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs |
| | Use the prefix un– |
| | Use –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 |
| Year 2 | Segment spoken words into phonemes and representing these by graphemes, spelling many correctly |
| | 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 |
| | Learn to spell common exception words |
| | Distinguish between homophones and near-homophones |
| | Learn the possessive apostrophe (singular) |
| | Learn to spell more words with contracted forms |

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| | Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly |
| | Apply spelling rules and guidelines from Appendix 1 |
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| Year 3 | Spell some Year 3/4 words (Appendix 1) and homophones. |
| | Add prefixes and suffixes to spell some words correctly in writing. |
| | Place the possessive apostrophe 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 |
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| Year 4 | Spell many of the Year 3/4 words (Appendix 1) and homophones correctly. |
| | Spell words that are often misspelt (Appendix 1) |
| | Use further prefixes and suffixes and understand how to add them (Appendix 1) |
| | 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 |
| | |
| Year 5 | Spell all of the Year 3/4 words (Appendix 1) and homophones correctly |
| | Spell some of the Year 5/6 words accurately (Appendix 1). |
| | Spell some words with ‘silent’ letters |
| | Use prefixes and suffixes and understand the guidance for adding them |
| | Use dictionaries to check the spelling and meaning of words |
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| Year 6 | Spell most of the Year 5/6 words accurately (Appendix 1). |
| | 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 |
| | Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary |
| | Use further prefixes and suffixes and understand the guidance for adding them |

| Year Group | Handwriting |
|------------|---|
| EYFS | Hold tools such as paintbrushes, chinks, crayons and make marks effectively |
| | Hold a pencil with an effective grip |
| | Make marks which represent writing |
| | Draw lines, circles, crosses, squares, triangles (Beery-Buktenica Developmental Test of Visual-Motor Integration) |
| | Hold a pencil with a tripod grip |
| | Write recognisable letters, most of which are correctly formed |

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| Year 1 | Sit correctly at a table, holding a pencil comfortably and correctly |
| | Begin to form lower-case letters in the correct direction, starting and finishing in the right place |
| | Form capital letters |
| | Form digits 0-9 |
| | Understand which letters belong to which handwriting 'families' and to practise these |
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| Year 2 | Form lower-case letters of the correct size relative to one another |
| | 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 |
| | Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters |
| | Use spacing between words that reflects the size of the letters |
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| Year 3 | 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 |
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| Year 4 | Use joined handwriting which shows increased legibility, consistency and quality. |
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| Year 5 | Maintain legibility, fluency and speed in handwriting. |
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| Year 6 | Maintain legibility in joined handwriting when writing at speed. |
| | Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters |
| | Choose the writing implement that is best suited for a task |
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Composition

| Year group | Planning Writing |
|-------------------|---|
| EYFS | Say what marks to be made represent |
| | Say out loud a simple word, sentence or phrase |
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| Year 1 | Say out loud what they are going to write about |
| | Compose a sentence orally before writing it |
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| Year 2 | Plan or say out loud what they are going to write about |
| Year 3 | Plan and record ideas in different ways, including rehearsing sentences orally (including dialogue), showing an increasing understanding of audience and purpose. |
| Year 4 | Discuss and record ideas Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures which demonstrates the main features of a specific text type |
| Year 5 | Record and develop initial ideas, drawing on reading and research where necessary |
| Year 6 | Note and develop initial ideas, choosing the level of formality appropriate to my audience |

| Year group | Drafting Writing |
|-------------------|--|
| EYFS | Practise forming letters/words within continuous provision including mud, foam, chalk, etc Use wipe boards prior to putting pencil to paper if appropriate |
| Year 1 | Sequence sentences to form short narratives Re-read what they have written to check that it makes sense |
| Year 2 | Write down ideas and/or key words, including new vocabulary Encapsulate what they want to say, sentence by sentence |
| Year 3 | Organise some themes into paragraphs In narratives, create settings, characters and plot In non-narrative material, use simple organisational devices (headings & subheadings) |
| Year 4 | Organise paragraphs around a theme and sequence them logically In narratives, create settings, characters and plot In non-narrative material, use simple organisational devices (headings & subheadings) |
| Year 5 | Use a wide range of devices to build cohesion within paragraphs Use further organisational and presentational devices to structure text and to guide the reader |

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| | In narratives, describe settings, characters and integrate dialogue to convey character and advance the action |
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| Year 6 | Use a wide range of devices to build cohesion within and across paragraphs |
| | Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning |
| | In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action |
| | Make a précis for longer passages |
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| Year group | Editing Writing |
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| EYFS | Edit single letter formation using RWI phrases to support |
| | Edit as necessary once it has been reread to check it makes sense (adult to pick suitable letter/word/phrase to re write) |
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| Year 1 | Discuss what they have written with the teacher or other pupils |
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| Year 2 | Evaluate their writing with the teacher and other pupils |
| | Reread to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form |
| | Proofread to check for errors in spelling, grammar and punctuation |
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| Year 3/4 | 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 |
| | Proofread for spelling and punctuation errors |
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| Year 5/6 | 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 language of speech and writing and choosing the appropriate register |
| | Proofread for spelling and punctuation errors |

| Year group | Performing Writing |
|-------------------|--|
| EYFS | Reread their writing to check it makes sense. |
| Year 1 | Read their writing aloud clearly enough to be heard by their peers and the teacher. |
| Year 2 | Read aloud what they have written with appropriate intonation to make the meaning clear. |

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| Year 3/4 | 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. |
| Year 5/6 | Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. |
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| Year group | Vocabulary |
|------------|---|
| EYFS | Articulate their ideas and thoughts in well-formed sentences |
| | Use new vocabulary in different contexts |
| | Write from left to right, pinching the sounds in words using Fred fingers |
| Year 1 | Leave spaces between words |
| | Join words and join clauses using "and" |
| Year 2 | Use expanded noun phrases to describe and specify |
| Year 3 | Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although |
| | Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition |
| | Use conjunctions, adverbs and prepositions to express time and cause (and place) |
| | Begin to use figurative devices (e.g.: similes) |
| Year 4 | Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although |
| | Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition |
| | Use conjunctions, adverbs and prepositions to express time and cause (and place) |
| | Use figurative language (similes and alliteration) |
| Year 5 | Use a thesaurus |
| | Use expanded noun phrases to convey complicated information concisely |
| | Use modal verbs or adverbs to indicate degrees of possibility |
| | Use figurative devices (metaphors, personification) |
| Year 6 | Use a thesaurus to enhance the vocabulary used in writing |
| | Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately, e.g. <ul style="list-style-type: none"> • Use contracted forms in dialogues in narrative; • Use passive verbs to affect how information is presented; |

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| | <ul style="list-style-type: none"> Use modal verbs to suggest degrees of possibility. |
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| Year group | Grammar |
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| EYFS | Use their phonic knowledge to write past, present and future tenses with modelling support from their teacher |
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| Year 1 | Regular plural noun suffixes (-s, -es) |
| | Verb suffixes where root word is unchanged (-ing, -ed, -er) |
| | Use un- prefix to change meaning of adjectives/adverbs |
| | Combine words to make sentences, including using and |
| | Sequence sentences to form short narratives |
| | Separate of words with spaces |
| | Use sentence demarcation (. ! ?) |
| | Use capital letters for names and pronoun 'I') |
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| Year 2 | Write sentences with different forms: statement, question, exclamation, command |
| | Use the present and past tenses correctly and consistently including the progressive form |
| | Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but) |
| | Use some features of written Standard English |
| | Use suffixes to form new words (-ful, -er, -ness) |
| | Use correct sentence demarcation |
| | Use commas in lists |
| | Use apostrophes for omission & singular possession |
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| Year 3 | Use the present perfect form of verbs in contrast to the past tense |
| | Form nouns using prefixes (super-, anti-) |
| | Use the correct form of 'a' or 'an' |
| | Know word families based on common words (solve, solution, dissolve, insoluble) |
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| Year 4 | Use fronted adverbials |
| | Know the difference between plural and possessive -s |
| | Use standard English verb inflections (I did vs I done) |
| | Use extended noun phrases, including with prepositions |

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| | Use appropriate choice of pronoun or noun to create cohesion |
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| Year 5 | Use the perfect form of verbs to mark relationships of time and cause |
| | Use relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun |
| | Convert nouns or adjectives into verbs |
| | Use verb prefixes |
| | Use devices to build cohesion, including adverbials of time, place and number |
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| Year 6 | Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms |
| | Use passive verbs to affect the presentation of information in a sentence |
| | Use the perfect form of verbs to mark relationships of time and cause |
| | Know differences in informal and formal language |
| | Know synonyms & Antonyms |
| | Use further cohesive devices such as grammatical connections and adverbials |
| | Use of ellipsis |
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| Year group | Punctuation |
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| EYFS | Notice and talk about punctuation seen in books, the environment, letters, etc |
| | Write short sentences with words with known sound-letter correspondences using a capital letter and full stop |
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| Year 1 | Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark |
| | Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' |
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| Year 2 | Learn how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) |
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| Year 3 | Use and punctuate direct speech (i.e. Inverted commas) |
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| Year 4 | Use commas after fronted adverbials |
| | Indicate possession by using the possessive apostrophe with singular and plural nouns |
| | Use and punctuate direct speech (including punctuation within and surrounding inverted commas) |
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| Year 5 | Use commas to clarify meaning or avoid ambiguity in writing |

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| | Use brackets, dashes or commas to indicate parenthesis |
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| Year 6 | Use hyphens to avoid ambiguity |
| | Use semicolons, colons or dashes to mark boundaries between independent clauses |
| | Use a colon to introduce a list punctuating bullet points consistently |
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| Year group | Grammar Terminology for pupils |
|-------------------|---|
| EYFS | sound, letter, word, space, capital letter, full stop |
| Year 1 | letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark |
| Year 2 | noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb tense (past, present), apostrophe, comma |
| Year 3 | adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks') |
| Year 4 | determiner, pronoun, possessive pronoun, adverbial |
| Year 5 | modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity |
| Year 6 | subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points |