Progression in English- **Writing**

	Handwriting	Grammar and Punctuation	Composition
Reception	• Show a preference for a dominant hand. • Begin to use anticlockwise movement and retrace vertical lines. • Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed • Form letters accurately: s, a, t, p, l, n, m, d, g, o, c, k, e, u, r, h, b, f, l, j, v, w, x, y, z, q.	• Leave a finger space between words. • Begin to use capital letters and full stops in sentences. • Use capital letter for the pronoun I	• Give meaning to marks they make as they draw, write and paint. • Write own name and other things such as labels, captions. • Attempt to write short sentences in meaningful contexts. • Begin to write simple narratives and recounts. • Begin to use some story language e.g. *Once upon a time…*
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 (i.e. letters which are formed in similar ways) and to practice these.	• Use regular plural noun suffixes –s or –es e.g. dog-dogs, wish-wishes and know the effects of these suffixes on the meaning. • Use suffixes that can be added to verbs where no change is needed in the spelling of root words e.g. helping, helper, helped. • Know how the prefix un- changes the meaning of verbs and adjectives e.g. unkind, undoing. • Know how words can combine to make sentences. • Join words and clauses using ‘and’. • Sequence sentences to form short narratives. • Use capital letters, full stops, question marks and exclamation marks to demarcate sentences. • Use capital letters for names and for the personal pronoun ‘I’. **Terminology: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.**	• Write sentences by: - 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 to check that it makes sense. • Read aloud their writing clearly enough to be heard by their peers and their teacher.
Year 2	• Form lower-case letters of the correct size relative to one another. • 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. • 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 un-joined.	• Form nouns using suffixes such as –ness, -er, and by compounding e.g. whiteboard, superman. • Form adjectives using suffixes such as –ful, -less. • Use the suffixes –er, -est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs. • Use ‘when’, ‘if’, ‘that’ and ‘because’ for subordination. • Use ‘or’, ‘and’, ‘but’ for coordination. • Use expanded noun phrases for description and specification e.g. the blue butterfly, plain flour, the man in the moon. • Understand how the grammatical pattern in a sentence indicates its function as a statement, question, exclamation or command. • Use present and past tense correctly and consistently throughout writing. • Use commas to separate items in a list. • Use apostrophes to mark where letters are missing in spelling and to mark singular possession e.g. the girl’s name. **Terminology: noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, present tense, past tense, apostrophe, comma.**	• Develop positive attitudes towards stamina for writing by: - Discuss writing narratives about personal experiences and those of others (real and fictional) - Writing about real events - Writing poetry Writing for different purposes. • Consider what they are going to write before beginning by: - 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 • Make simple additions, revisions and corrections to their own writing by: - Evaluating their writing with the teacher and other pupils - 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

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			to make the meaning clear.
Year 3	• Use diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined. • Increase the legibility and quality of handwriting, e.g. by ensuring that the 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.	• Form nouns using a range of prefixes e.g. auto-, anti-. • Use 'a' or 'an' according to whether the next word begins with a vowel or consonant e.g. a rock, an open box. • Understand how word families are based on common words and show how they are related in form and meaning e.g. solve, solution, solver, dissolve, insoluble. • Express time, place and cause using conjunctions, (e.g. when, before, after, while, so, because) adverbs, (e.g. then, next, soon, therefore) or prepositions (e.g. before, after, during, in, because of). • Introduce paragraphs as a way to group related material. • Use headings and subheadings to aid presentation. • Use the present perfect form of verbs instead of simple past e.g. 'He has gone out to play' instead of 'He went out to play'. • Introduce inverted commas to punctuate direct speech. **Terminology: preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (speech marks).**	• Plan writing by: - 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. • Draft and write by: - Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentences structures - Organising paragraphs around a theme - In narratives, creating settings, characters and plot - In non-narrative material, using simple organisational devices (for example, headings and sub-headings). • Evaluate and edit by: - 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. • Proof- for spelling and punctuation errors. • 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.
Year 4	• Use joined handwriting throughout independent writing. • Increase fluency.	• Know the grammatical difference between plural and possessive –s. • Understand and use Standard English forms for verb inflections instead of local spoken forms e.g. *we were* instead of *we was*, or *I did* instead of *I done*. • Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. 'the teacher' expanded to 'the strict maths teacher with curly hair'. • Use fronted adverbials e.g. <u>Later that day</u>, I heard the bad news. • Use paragraphs to organise ideas around a theme. • Choose appropriate pronouns and nouns within and across sentences to avoid repetition and aid cohesion. • Use inverted commas and other punctuation to indicate direct speech e.g. The conductor shouted, ''Sit down!''. • Use apostrophes to mark plural possession e.g. the girls' names are Sophie and Katy. • Use commas after fronted adverbials. **Terminology: determiner, pronoun, possessive pronoun, adverbial.**	
Year 5	• Write legibly and fluently with increasing speed by: - Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters. - Choosing the writing implement best suited for the task.	• Convert nouns or adjectives into verbs using suffixes, for example, -ate, -ise, -ify. • Use verb prefixes, for example, dis-, mis-, over- and re-. • Use relative clauses beginning with *who, which, where, when, whose, that* or an omitted relative pronoun. • Indicate degrees of possibility using adverbs, for example, *perhaps, surely* or modal verbs, for example, *might, should, will, must.* • Use devices to build cohesion within a paragraph, for example, then, after that, this, firstly. • Link ideas across paragraphs using adverbials of time, (later), place (nearby) and number (secondly) or tense (he had seen her before). • Use brackets, dashes or commas to indicate parenthesis. • Use commas to clarify meaning or avoid ambiguity.	• Plan 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 - 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. • Draft and write by: - Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning

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		Terminology: Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity.	- In narratives, describing settings, characters and atmosphere and integrating dialogue to convey 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). • Evaluate and edit by: - Assessing the effectiveness of their own and others' writing. - Proposing changes to vocabulary, grammar and punctuation to enhance effects - 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. • Proof-read for spelling and punctuation errors. • Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
Year 6	• Continue to practise handwriting and increase speed. • Be clear about what standard of handwriting is expected for a particular task, for example, quick notes or a final handwritten version. • Use an un-joined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, filling in a form.	• Know the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing, for example, find out – discover, ask for – request, go in – enter. • Know how words are related by meaning as synonyms and antonyms, for example, big, large, little. • Use the passive to affect presentation of information in a sentence, for example, 'I broke the window in the greenhouse' becomes ' The window in the greenhouse was broken (by me).' • Know the difference between structures typical of informal speech and structures appropriate for formal speech and writing, f or example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as 'If I were', or 'Were they' to come in some very formal writing and speech. • Link ideas across paragraphs using a wider range of cohesive devices; repetition of a word or phrase, grammatical connections (for example, the use of adverbials such as 'on the other hand', 'in contrast', or 'as a consequence') and ellipsis. • Use layout devices, for example, headings, subheadings, columns, bullets or tables to structure text. • Use the semi-colon, colon and dash to mark the boundary between independent clauses, for example, it's raining; I'm fed up. • Use of the colon to introduce a list and use of semi-colons within lists. • Punctuate bullet points to list information. • Know how hyphens can be used to avoid ambiguity, for example, man eating shark versus man-eating shark, or recover versus re-cover. **Terminology: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points.**	