



# Whiston Willis Primary Academy

Curriculum Progression

Subject: Writing

Communication and Language (Listening, Attention, Understanding and Speaking)		Literacy (Writing)
Early Years	<p><i>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)</i></p> <p><b><u>Communication and Language</u></b></p> <p><b><u>ELG: Listening, Attention and Understanding</u></b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;</li> <li>• Make comments about what they have heard and ask questions to clarify their understanding;</li> <li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul> <p><b><u>ELG: Speaking</u></b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</li> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate</li> <li>• 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.</li> </ul>	<p><b><u>Literacy</u></b></p> <p><b><u>ELG: Writing</u></b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Write recognisable letters, most of which are correctly formed;</li> <li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters</li> <li>• Write simple phrases and sentences that can be read by others.</li> </ul> <p><b><u>Physical Development</u></b></p> <p><b><u>ELG: Fine Motor Skills</u></b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</li> <li>• Use a range of small tools, including scissors, paint brushes and cutlery;</li> <li>• Begin to show accuracy and care when drawing.</li> </ul>

Transcription (Spelling and Handwriting)		Grammar and Punctuation	Composition (Plan, Draft and Edit)	
Year 1	<ul style="list-style-type: none"> <li>words containing each of the 40+ phonemes</li> <li>common exception words</li> <li>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>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> </ul>	<ul style="list-style-type: none"> <li>sit correctly at a table, holding a pencil comfortably and correctly</li> <li>begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>form capital letters</li> <li>form digits 0-9</li> <li>understand which letters belong to which handwriting ‘families’ (ie letters that are formed in similar ways) and to practise these</li> </ul>	<ul style="list-style-type: none"> <li>leave spaces between words</li> <li>join words and join clauses using ‘and’</li> <li>punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>use a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’</li> </ul>	<ul style="list-style-type: none"> <li>say out loud what they are going to write about</li> <li>compose a sentence orally before writing it</li> <li>sequence sentences to form short narratives</li> <li>re-read what they have written to check that it makes sense</li> <li>discuss what they have written with the teacher or other pupils</li> <li>read their writing aloud, clearly enough to be heard by their peers and the teacher</li> </ul>
			<p><b><u>Key Terminology</u></b></p> <p>letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark</p>	

## Year 2

- spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- learning 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
- learning to spell common exception words
- learning to spell more words with contracted forms
- learning the possessive apostrophe
- distinguishing between homophones and near-homophones
- add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly
- write from memory simple sentences dictated by the teacher

- 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

- use commas for lists and apostrophes for contracted forms and the possessive (singular)
- use statement, command, exclamatory and question
- use expanded noun phrases to describe and specify
- use the present and past tenses correctly 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

### **Key Terminology**

noun, noun phrase, statement, question, exclamation, command, compound, suffix  
adjective, adverb, verb tense (past, present)  
apostrophe, comma

- write narratives about personal experiences and those of others (real and fictional)
- write about real events
- write poetry
- write for different purposes
- plan or say out loud what they are going to write about
- write down ideas and/or key words, including new vocabulary
- encapsulate what they want to say, sentence by sentence
- 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 (for example, ends of sentences punctuated correctly) read aloud what they have written with appropriate intonation to make the meaning clear

Transcription (Spelling and Handwriting)		Grammar and Punctuation	Composition (Plan, Draft and Edit)
Year 3	<ul style="list-style-type: none"> <li>• Formation of nouns using a range of prefixes [for example super-, anti-, auto-</li> <li>• Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]</li> <li>• Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the down strokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]</li> </ul>	<ul style="list-style-type: none"> <li>• extend the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although</li> <li>• use the present perfect form of verbs in contrast to the past tense</li> <li>• use conjunctions, adverbs and prepositions to express time and cause</li> <li>• use fronted adverbials</li> </ul>
		<p style="text-align: center;"><b><u>Key Terminology</u></b></p> <p>preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')</p>	<ul style="list-style-type: none"> <li>• discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>• discuss and record ideas</li> <li>• compose and rehearse sentences orally (including dialogue), progressively build a varied and rich vocabulary and an increasing range of sentence structures</li> <li>• organise paragraphs around a theme</li> <li>• in narratives, create settings, characters and plot</li> <li>• in non-narrative material, use simple organisational devices [for example, headings and sub-headings]</li> <li>• assess the effectiveness of their own and others' writing and suggest improvements</li> <li>• propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>• proofread for spelling and punctuation errors</li> <li>• read their own writing aloud to a group or the whole class, use appropriate intonation and control the tone and volume so that the meaning is clear</li> </ul>

## Year 4

- 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 the diagonal and horizontal strokes that are 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 down strokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]

- choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- using commas after fronted adverbials
- indicate possession by using the possessive apostrophe with plural nouns
- use and punctuate direct speech

### Key Terminology

Determiner, pronoun, possessive pronoun, adverbial

- discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discuss and record ideas
- compose and rehearse sentences orally (including dialogue), progressively build a varied and rich vocabulary and an increasing range of sentence structures
- organise paragraphs around a theme
- in narratives, create settings, characters and plot
- in non-narrative material, use simple organisational devices [for example, headings and sub-headings]
- assess the effectiveness of their own and others' writing and suggest improvements
- propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proofread for spelling and punctuation errors
- read their own writing aloud to a group or the whole class, use appropriate intonation and control the tone and volume so that the meaning is clear

Transcription (Spelling and Handwriting)		Grammar and Punctuation	Composition (Plan, Draft and Edit)	
Year 5	<ul style="list-style-type: none"> <li>use further prefixes and suffixes and understand the guidance for adding them</li> <li>spell some words with 'silent' letters [for example, knight, psalm, solemn]</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</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> <li>use a thesaurus</li> </ul>	<ul style="list-style-type: none"> <li>write legibly, fluently and with increasing speed</li> <li>choose which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>choose the writing implement that is best suited for a task</li> </ul>	<ul style="list-style-type: none"> <li>use the perfect form of verbs to mark relationships of time and cause</li> <li>use expanded noun phrases to convey complicated information concisely</li> <li>use modal verbs or adverbs to indicate degrees of possibility</li> <li>use relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</li> <li>use commas to clarify meaning or avoid ambiguity in writing</li> <li>use brackets, dashes or commas to indicate parenthesis</li> </ul> <p style="text-align: center;"><b><u>Key Terminology</u></b></p> <p style="text-align: center;">modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</p>	<ul style="list-style-type: none"> <li>identify the audience for and purpose of the writing, select the appropriate form and use other similar writing as models for their own</li> <li>note and develop initial ideas, draw on reading and research where necessary</li> <li>in writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> <li>select appropriate grammar and vocabulary, understand how such choices can change and enhance meaning</li> <li>in narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action</li> <li>precise longer passages</li> <li>use a wide range of devices to build cohesion within and across paragraphs</li> <li>use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> <li>assess the effectiveness of their own and others' writing</li> <li>propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>ensure the consistent and correct use of tense throughout a piece of writing</li> <li>ensure subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>proofread for spelling and punctuation errors</li> <li>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</li> </ul>

## Year 6

- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters [for example, knight, psalm, solemn]
- 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
- use dictionaries to check the spelling and meaning of words
- use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus

- write legibly, fluently and with increasing 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

- 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 semicolons, colons or dashes to mark boundaries between independent clauses
- use a colon to introduce a list
- use hyphens to avoid ambiguity
- punctuate bullet points consistently

### Key Terminology

subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points

- identify the audience for and purpose of the writing, select the appropriate form and use other similar writing as models for their own
- note and develop initial ideas, draw on reading and research where necessary
- in writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed
- select appropriate grammar and vocabulary, understand 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
- precise longer passages
- use a wide range of devices to build cohesion within and across paragraphs
- use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- 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 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
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear