

**Naburn Primary School Writing progression**

		EYFS	Y1	Y2	Y3	Y4	Y5	Y6
T r a n s c r i p t i o n	<b>Spelling (See English Appendix 1 and Developm ent Matters)</b>	Spell words by identifying sounds in them and representing the sounds with a letter or letters;	Spell common exception words: the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our, others	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 learning to spell more words with contracted forms learning the possessive apostrophe (singular) [for example, the girl's book] distinguishing between homophones and near-homophones add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly English – key stages 1 and 2 20 Statutory requirements apply spelling rules and guidance, as listed in English Appendix 1 write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.	Spell most words with additional prefixes and suffixes and understand how to add them to root words Spell homophones and near homophones mostly accurately Spell many words from NC Year 3/4 word list	Spell words with additional prefixes and suffixes and understand how to add them to root words Spell homophones accurately Spell the words from the NC Y3/4 word list	Can spell root words, prefixes and suffixes accurately Can spell words with silent letters Can spell many words from the NC Year 5/6 word list	Spell correctly most words from the year 5 / year 6 spelling list* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
		Write simple phrases and sentences that can be read by others Children at the expected level of development will: Write recognisable letters, most of which are correctly formed.	PLUS LW tricky words: I the no put of is to go into as his he she buses we me be push was her my you they all are ball tall when what said so have were out like some come there little one do children love oh their people Mr Mrs your ask should would could asked house mouse water want very here sugar, friend, because Words containing each of the 40+ phonemes already taught common exception words the days of the week name the letters of the alphabet:					

			<p>naming the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound add prefixes and suffixes: 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] apply simple spelling rules and guidance, as listed in English Appendix 1 write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</p>					
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	<p><b>Handwriting (&amp; presentation Y5/6)</b></p>	<p>Children at the expected level of development will:  - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p>	<p>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 that are formed in similar ways) and to practise these.</p>	<p>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.</p>	<p>Use legible, joined handwriting in all writing</p>	<p>Use legible, joined, consistently sized and spaced handwriting</p>	<p>Can write neatly, legibly and accurately in a flowing joined style</p>	<p>Maintain legibility in joined handwriting when writing at speed</p>
<p><b>Composition</b></p>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;  - Anticipate – where appropriate – key events in stories;</p>	<p>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 with the teacher or other pupils  Read aloud their writing clearly enough to be heard by their peers and the teacher.</p>	<p>Develop positive attitudes towards and stamina for writing by:  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</p>	<p>Use the appropriate style of writing for the purpose and audience  Produce work with a simple introduction and conclusion  Begin to use paragraphs organised around a theme  Use simple organisational devices (e.g. headings and subheadings) in non-narrative writing  Write a narrative with a clear structure, setting, character and plot</p>	<p>Use the appropriate style of writing for the purpose and audience  Use paragraphs to organise ideas around a theme in all pieces of writing  Begin to build cohesion by using fronted adverbials and pronouns  Use organisational devices for purpose and reader (e.g. captions; headings &amp; sub-headings; bullets) in non-narrative writing  Write a narrative with a clear structure, setting, character and plot  Describe settings and characters to create atmosphere  Integrate dialogue to convey character and advance the action</p>	<p>Select the correct genre and sentence type for audience and purpose, and use it accurately  Use organisational and presentational devices to structure writing  Use paragraphs consistently and appropriately which elaborate on initial idea (with explanation, for contrast or to provide additional detail)  Begin to use a range of devices to build cohesion within and across paragraphs  Describe settings and characters to create atmosphere  Begin to use figurative language including metaphors and personification  Integrate dialogue to convey character and advance the action</p>	<p>Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary, direct address in instructions and persuasive writing)  Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs   In narratives, describes settings, characters and atmosphere  Integrates dialogue in narratives to convey character and advance the action</p>	

			<p>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</p> <p>Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p>			Can mostly use appropriate informal and formal styles	
	<b>EYFS</b>	<b>Y1</b>	<b>Y2</b>	<b>Y3</b>	<b>Y4</b>	<b>Y5</b>	<b>Y6</b>
<b>Vocabulary, Grammar and Punctuation</b>	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play	<p>Develop their understanding of the concepts set out in English Appendix 2 by: leaving spaces between words joining words and joining clauses using and 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 use the grammatical terminology in English Appendix 2 in discussing their writing.</p>	<p>Develop their understanding of the concepts set out in English Appendix 2 by: learning 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)</p> <p>Learn how to use: sentences with different forms: statement, question, exclamation, command</p> <p>Use expanded noun phrases to describe and specify [for example, the blue butterfly]</p> <p>The present and past tenses correctly and consistently including the progressive form</p> <p>Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p>	<p>Begin to use pronouns and nouns within and across sentences to aid cohesion and to avoid repetition</p> <p>Use a range of co-ordinating (or/and/but/so) and subordinating (when/if/because/while/which/however/although) conjunctions in most pieces of work</p> <p>Use the present perfect form of verbs instead of the simple past tense. (He has gone out to play. (pp) He went out to play. (sp)</p> <p>Express time, place and cause by using conjunctions, adverbs and prepositions in most pieces of writing</p> <p>Tense choice is consistent with some use of modals (can/will)</p> <p>Use expanded noun phrases in most writing to add detail, including</p>	<p>Use nouns or pronouns appropriately for clarity, cohesion and to avoid repetition</p> <p>Use a wide range of co-ordinating and subordinating conjunctions in all pieces of work</p> <p>Begin to use different verb forms accurately</p> <p>Use fronted adverbials</p> <p>Use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases</p> <p>Use Standard English verb inflections instead of local dialect forms (we were instead of we was)</p> <p>Use the following punctuation mostly accurately: Full stop Capital letter</p>	<p>Use different verb forms accurately (subject and verb agreement, tenses are consistent and correct)</p> <p>Start sentences with a subordinate clause. (whilst, despite)</p> <p>Consistent and accurate use of basic punctuation (capitals, full stops etc) See Year 3/4 criteria)</p>	<p>Use verb tenses consistently and correctly throughout their writing</p> <p>Use the range of punctuation taught at key stage 2 mostly correctly* (e.g. inverted commas and other punctuation to indicate direct speech)</p>

			<p>the grammar for year 2 in English Appendix 2</p> <p>Some features of written Standard English</p> <p>Use and understand the grammatical terminology in English Appendix 2 in discussing their writing.</p>	<p>some prepositional phrases</p> <p>Sometimes punctuates direct speech using inverted commas</p> <p>Use the following punctuation mostly accurately:</p> <p>Full stop</p> <p>Capital letters used appropriately</p> <p>Question and exclamation marks</p> <p>Apostrophe for contraction</p> <p>Apostrophe for possession</p> <p>Commas to separate items in a list</p>	<p>Question and exclamation marks</p> <p>Apostrophe for contraction</p> <p>Apostrophe for possession including plural possession</p> <p>Commas to separate items in a list</p> <p>Commas after fronted adverbials</p> <p>Inverted commas (with other correct punctuation if used for speech)</p>	<p>Write sentences with relative clauses</p> <p>Use adverbs or modal verbs to indicate a degree of possibility</p> <p>Use brackets, dashes or commas to indicate parenthesis</p> <p>Use commas to clarify meaning or avoid ambiguity</p> <p>Begin to use colons (introduce a list) and semi colons (within extended lists)</p> <p>Use inverted commas mostly accurately with other correct punctuation, if used for speech</p>	
<p><b>Greater Depth</b></p> <p>The pupil can write for a range of purposes and audiences</p>	<p>Re-read sentences to check they make sense.</p> <p>Use the conjunctions because, so, but.</p> <p>spell words containing each of the 40+ phonemes, common exception words and the days of the week.</p> <p>Use the spelling rule for adding s or es as the plural marker for nouns and the third person singular marker for verbs.</p> <p>Use the prefix un.</p> <p>Use ing, ed, and est where no change is needed in the spelling of root words (e.g. helping, helped, helper).</p> <p>Begin to punctuate my sentences using a question mark or an exclamation mark.</p>	<p>Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing</p> <p>Make simple additions, revisions and proof-reading corrections to their own writing</p> <p>Use the punctuation taught at key stage 1 mostly correctly*</p> <p>Spell most common exception words*</p> <p>Add suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly*</p> <p>Use the diagonal and horizontal strokes needed to join some letters</p>	<p>ALL Y3 spelling objectives must be achieved</p> <p>Can express time, place and cause by using conjunctions, adverbs and prepositions in most pieces of writing and can manipulate these for effect</p> <p>Use rich and varied vocabulary appropriate to purpose and form*</p> <p>Use 'a' and 'an' correctly.</p> <p>Write in past and present tense correctly.</p> <p>Write neatly and join my handwriting.</p> <p>Correctly use apostrophes to show possession.</p> <p>Beginning to use brackets.</p> <p>Beginning to use colons in a list.</p>	<p>All Y4 EXS objectives must be achieved.</p> <p>Use the appropriate style of writing through manipulating and controlling sentence structure specifically for the purpose and audience in most pieces</p> <p>Use a rich and varied vocabulary appropriate to purpose and form</p> <p>Use commas after fronted adverbials (they describe where, when or how something is done) – Later that day, Suddenly,</p> <p>Beginning to use commas to avoid ambiguity. E.g. Let's eat, Grandpa.</p> <p>Producing neatly joined handwriting.</p> <p>Consistently write in the appropriate tense</p>	<p>ALL Y5 objectives must be achieved</p> <p>Use rich and varied vocabulary appropriate to purpose and form and manipulate this vocabulary for effect</p> <p>Use a range of devices to build cohesion within and across paragraphs</p> <p>Use passive verbs to change the way information is used in a sentence. (was beaten, is spoken)</p> <p>Use apostrophes for possession and in plural words.</p> <p>Beginning to use semi-colons, colons or dashes to mark independent clauses.</p> <p>Writing builds cohesion within and across paragraphs which makes writing flow. (all in all, furthermore, conversely).</p>	<p>Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)</p> <p>Distinguish between the language of speech and writing* and choose the appropriate register</p> <p>Exercises an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this</p> <p>Use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity</p>	

					Spell most words correctly (Year 3 and 4 list). Use and correctly punctuate direct speech.	including using present perfect. Beginning to use passive verbs to change the way information is used in a sentence. E.g. Sue changed the flat tyre. (active) The flat tyre was changed by Sue. (passive)	Use expanded noun phrases (e.g. the sleek, scarlet car) effectively. Create atmosphere and integrate dialogue to convey character and advance the action. Use the correct level of formality for the genre of writing. Use the present perfect form and begin to use the past perfect form.	
N C  E n g l i s h  A p p e n d i x 2	Word	Write recognisable letters, most of which are correctly formed. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.	Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]	Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman] Formation of adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found in the year 2 spelling section in English Appendix 1) Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs	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 [for example, a rock, an open box] Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]	The grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]	Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] Verb prefixes [for example, dis–, de–, mis–, over– and re–]	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] How words are related by meaning as synonyms and antonyms [for example, big, large, little].
	Sentence	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.	How words can combine to make sentences Joining words and joining clauses using and	Subordination (using when, if, that, because) and co-ordination (using or, and, but) Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] How the grammatical patterns in a sentence indicate its function as a statement,	Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]	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) Fronted adverbials [for example, Later that day, I heard the bad news.]	Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]	Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]. The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of

				question, exclamation or command				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]
	<b>Text</b>	To copy their name To give meanings to the marks they make To copy taught letters To write initial sounds To begin to write CVC words using taught sounds	Sequencing sentences to form short narratives	Correct choice and consistent use of present tense and past tense throughout writing Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]	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 [for example, He has gone out to play contrasted with He went out to play]	Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]	Linking 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 Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]
	<b>Punctuation</b>	To write sentences using a capital letter, finger spaces and full stop	Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]	Introduction to inverted commas to punctuate direct speech	Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"] Apostrophes to mark plural possession [for example, the girl's name, the girls' names] Use of commas after fronted adverbials	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity	Use of the semicolon, 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 semicolons within lists Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]

	<b>Terminology for Pupils</b>	letter, capital letter word, sentence full stop.	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma	preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')	determiner pronoun, possessive pronoun adverbial	modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity	subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points
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