

Treales CE Primary School Writing Progression

<b>Composition</b>	<b>Planning</b>	<p><b>EYFS</b>                      Literacy ELG: Comprehension                      Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories 14 and narratives using their own words and recently introduced vocabulary.</li> <li>• Anticipate – where appropriate – key events in stories.</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul>	<p><b>KS1</b>  <b>Y1</b>                      Orally plan and rehearse ideas.                      Sequence ideas and events in narrative.                      Sequence ideas and events in non-fiction.                      Use familiar plots for structuring the opening, middle and end of their stories.  <b>Y2</b>                      Read and analyse narrative, non-fiction and poetry in order to plan and write their own versions.                      Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry.                      Discuss and record ideas for planning using a range of formats</p>	<p><b>LKS2</b>  <b>Y3</b>                      Read and analyse narrative, non-fiction and poetry in order to plan and write their own versions.                      Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry.                      Discuss and record ideas for planning using a range of formats  <b>Y4</b>                      Read and analyse narrative, non-fiction and poetry in order to plan their own versions.                      Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry.                      Discuss and record ideas for planning to create a plan.</p>	<p><b>UKS2</b>  <b>Y5</b>                      Identify the audience and purpose.                      Select the appropriate language and structures.                      Use similar writing models.                      Note and develop ideas.                      Draw on reading and research.                      Think how authors develop characters and settings (in books, films and performances).  <b>Y6</b>                      Identify audience and purpose.                      Choose appropriate text-form and type for all writing.                      Select the appropriate structure, vocabulary and grammar.                      Draw on similar writing models, reading and research.                      Compare how authors develop characters and settings (in books, films and performances).                      Use a range of planning approaches</p>
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<p style="text-align: center;"><b>Drafting and writing</b></p>	<p>ELG: Listening, Attention and Understanding 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>ELG: Writing 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>KS1</b> <b>Y1</b> Orally compose every sentence before writing Re-read every sentence to check it makes sense Compose and sequence their own sentences to write short narratives Compose and sequence their own sentences to write short non-fiction texts Use formulaic phrases to open and close texts Write in different forms with simple text type</p> <p><b>Y2</b> Create and develop settings for narrative Create and develop characters for narrative Improvise, create and write dialogue. Create and develop plots based on a model Generate and select from vocabulary and writers knowledge appropriate to text type Use different sentence structures Group related material into paragraphs Use headings and sub headings to organise information</p>	<p><b>LKS2</b> <b>Y3</b> Create and develop settings for narrative. Create and develop characters for narrative. Improvise, create and write dialogue. Create and develop plots based on a model. Generate and select from vocabulary banks and writer's knowledge appropriate to text type. Use different sentence structures Group related material into paragraphs. Use headings and sub headings to organise information</p> <p><b>Y4</b> Develop settings and characterisation using vocabulary to create emphasis, humour, atmosphere, suspense. Plan and write an opening paragraph which combines setting and character/s. Improvise and compose dialogue, demonstrating their understanding of Standard and non-Standard English. Generate and select from vocabulary and writer's knowledge appropriate to the text type. Use different sentence structures Use paragraphs to organise writing in fiction and nonfiction texts. Use organisational devices in non-fiction writing Link ideas across paragraphs using fronted adverbials for when and where</p>	<p><b>UKS2</b> <b>Y5</b> Select appropriate structure, vocabulary and grammar. Blend action, dialogue and description within and across paragraphs. Use different sentence structures with increasing control. Use devices to build cohesion. Use organisation and presentational devices</p> <p><b>Y6</b> Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact. Select appropriate register for formal and informal purposes Blend action, dialogue and description within sentences and paragraphs to convey character and advance the action Consciously control the use of different sentence structures for effect. Use a wide range of devices to build cohesion within and across paragraphs. Deviate narrative from linear or chronological sequence Combine text-types to create hybrid texts Evaluate, select and use a range of organisation and presentational devices to structure text for different purposes and audiences Find examples of where authors have broken conventions to achieve specific effects and use similar techniques in own writing Make conscious choices about techniques to engage the reader including appropriate tone and style Use active and passive voice to achieve intended effects. Précis longer passages.</p>

	<b>Evaluating and Editing</b>	<ul style="list-style-type: none"> <li>re-read what they have written to check that it makes sense</li> </ul>	<p><b>KS1</b> <b>Y1</b> Discuss their writing with adults and peers. <b>Y2</b> Proofread to check for errors in spelling, grammar and punctuation in own and others' writing. Discuss and propose changes with partners and in small groups. Improve writing in the light of evaluation.</p>	<p><b>LKS2</b> <b>Y3</b> Proofread to check for errors in spelling, grammar and punctuation in own and others' writing. Discuss and propose changes with partners and in small groups. Improve writing in the light of evaluation <b>Y4</b> Proofread to check for errors in spelling, grammar and punctuation. Discuss and propose changes to own and others' writing with partners/small groups. Improve writing in light of evaluation.</p>	<p><b>UKS2</b> <b>Y5</b> Assess the effectiveness of own and others' writing in relation to audience and purpose. Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning. Ensure consistent and correct use of tense throughout a piece of writing. Ensure consistent subject and verb agreement. Proofread for spelling and punctuation errors <b>Y6</b> Reflect upon the effectiveness of writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning. Proofread for grammatical, spelling and punctuation errors.</p>
	<b>Performing</b>	<p>ELG: Speaking 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>KS1</b> <b>Y1</b> Read aloud their writing audibly to adults and peers. <b>Y2</b> Use appropriate intonation, tone and volume to present their writing to a group or class.</p>	<p><b>LKS2</b> <b>Y3</b> Use appropriate intonation, tone and volume to present their writing to a group or class. <b>Y4</b> Use appropriate intonation, tone and volume to present their writing to a range of audiences.</p>	<p><b>UKS2</b> <b>Y5</b> Use appropriate intonation and volume. Add movement. Ensure meaning is clear. <b>Y6</b> Use appropriate and effective intonation and volume. Add gesture and movement to enhance meaning. Encourage and take account of audience engagement.</p>

Vocabulary, Grammar and Punctuation

**EYFS**

Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.

**KS1**

**Y1**

Say, and hold in memory whilst writing, simple sentences which make sense.  
 Write simple sentences that can be read by themselves and others.  
 Separate words with spaces.  
 Use punctuation to demarcate simple sentences (capital letters and full stops).  
 Use capital letter for the personal pronoun I.  
 Use capital letters for names of people, places and days of the week.  
 Identify and use question marks and exclamation marks.  
 Use the joining word and to link words and clauses.  
 Extend range of joining words to link words and clauses using but and or.  
 Make singular nouns plural using 's' and 'es'.  
 Add suffixes to verbs where no spelling change is needed to the root word.  
 Add the prefix 'un' to verbs and adjectives to change the meaning.

**Y2**

Say, write and punctuate simple and compound sentences using the joining words and, but, so and or (co-ordination). Use sentences with different forms: statement, question, command, exclamation.  
 Secure the use of full stops, capital letters, exclamation marks and question marks.  
 Use commas to separate items in a list.  
 Use apostrophes for contracted.  
 Use apostrophes for singular possession in nouns.  
 Use subordination for time using when, before and after.  
 Use subordination for reason using because and if.  
 Use the subordinating conjunction that in a sentence.  
 Select, generate and effectively use verbs.  
 Explore the progressive form of verbs in the present tense and past tense to mark actions in progress.  
 Use past tense for narrative, recount historical reports.  
 Use present tense for non-chronological reports and persuasive adverts.  
 Select, generate and effectively use nouns.  
 Add suffixes ness and er to create nouns  
 Create compound words using nouns.  
 Select, generate and effectively use adjectives.  
 Identify, generate and effectively use noun phrases (for description), (for specification).  
 Add suffixes ful or less to create adjectives.  
 Use suffixes er and est to create adjectives.  
 Select, generate and effectively use adverbs.  
 Use suffix ly to turn adjectives into adverbs

**LKS2**

**Y3**

Identify clauses in sentences.  
 Explore and identify main and subordinate clauses in complex sentences.  
 Explore, identify and create complex sentences using a range of conjunctions e.g. when, if because, although, while, since, until, before, after, so.  
 Use the comma to separate clauses in complex sentences where the subordinate clause appears first.  
 Identify, select, generate and effectively use prepositions for where e.g. above, below, beneath, within, outside, beyond.  
 Select, generate and effectively use adverbs e.g. suddenly, silently, soon, next, eventually.  
 Use inverted commas to punctuate direct speech (speech marks).  
 Use perfect form of verbs using have and has to indicate a completed action (present perfect) (simple past).  
 Use the determiner a or an according to whether the next word begins with a consonant or vowel.  
 Explore and collect word families to extend vocabulary.  
 Explore and collect nouns with prefixes super, anti, auto.

**Y4**

Create complex sentences with adverb starters.  
 Use commas to mark clauses in complex sentences.  
 Create sentences with fronted adverbials for when.  
 Create sentences with fronted adverbials for where.  
 Use commas after fronted adverbials.  
 Identify, select and use determiners including: - articles: a/an, the - demonstratives : this/that; these/those - possessives: my/your/his/her/its/our/their - quantifiers: some, any, no, many, much, every  
 Use inverted commas and other punctuation to indicate direct  
 Identify, select and effectively use pronouns.  
 Use nouns for precision.  
 Explore, identify, collect and use noun phrases  
 Explore, identify and use Standard English verb inflections  
 Use apostrophes for singular and plural possession

**UKS2**

**Y5**

Create complex sentences by using relative clauses with relative pronouns who, which, where, whose, when, that.  
 Create complex sentences where the relative pronoun is omitted.  
 Create and punctuate complex sentences using ed opening clauses.  
 Create and punctuate complex sentences using ing opening clauses.  
 Create and punctuate sentences using simile starters.  
 Demarcate complex sentences using commas in order to clarify meaning.  
 Use commas to avoid ambiguity  
 Identify and use commas to indicate parenthesis.  
 Identify and use brackets to indicate parenthesis.  
 Identify and use dashes to indicate parenthesis  
 Link ideas across paragraphs using adverbials for time, place and numbers e.g. later, nearby, secondly.  
 Use devices to build cohesion within a paragraph e.g. firstly, then, presently, this, subsequently.  
 Use expanded noun phrases to convey complicated information concisely.  
 Explore, collect and use modal verbs to indicate degrees of possibility e.g. might, could, shall, will, must.  
 Explore, collect and use adverbs to indicate degrees of possibility e.g. surely, perhaps, maybe, definitely, alternatively, certainly, probably.  
 Use suffixes -ate, -ise, -ify to convert nouns and adjectives into verbs.  
 Investigate verb prefixes e.g. dis-, de-, re-, pre-, mis-, over-.

**Y6**

Manipulate sentences to create particular effects.  
 Use devices to build cohesion between paragraphs in persuasive, discursive and explanatory texts e.g. adverbials such as: on the other hand, the opposing view, similarly, in contrast, although, additionally, another possibility, alternatively, as a consequence.  
 Use devices to build cohesion between paragraphs in narrative e.g. adverbials such as: in the meantime, meanwhile, in due course, until then.  
 Use ellipsis to link ideas between paragraphs.  
 Use repetition of a word or phrase to link ideas between paragraphs.  
 Identify and use semi-colons to mark the boundary between independent clauses.  
 Investigate and collect a range of synonyms and antonyms.  
 Identify the subject and object of a sentence.  
 Explore and investigate active and passive.  
 Explore, collect and use examples of the perfect form of verbs to mark relationships of time and cause  
 Punctuate bullet points consistently.  
 Identify and use colons to introduce a list.  
 Identify and use semi-colons within lists.  
 Explore how hyphens can be used to avoid ambiguity.  
 Explore, collect and use vocabulary typical of formal and informal speech and writing.  
 Explore, collect and use question tags typical of informal speech and writing  
 Explore, collect and use subjunctive forms for formal speech and writing

<b>Transcription</b>	<b>Spelling</b>	<p>ELG: Writing Children at the expected level of development will:</p> <ul style="list-style-type: none"> <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>KS1</b> <b>Y1</b> Spell words using the 40+ phonemes already taught, including making phonically plausible attempts at more complex words. Spell words with the sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck Spell words with the /ŋ/sound spelt n before k. Divide words into syllables. Spell words with -tch Spell words with the /v/ sound at the end of words Add s and es to words. Add the endings -ing, -ed and -er to verbs where no change is needed to the root word. Add -er and -est to adjectives where no change is needed to the root word. Spell words with vowel digraphs. Spell words with vowel trigraphs. Spell words ending -y (/i:/ or /ɪ/. Spell words with new consonant spellings ph and wh. Spell words using k for the /k/ sound Add the prefix -un. Spell compound words. Spell common exception words Spell days of the week. Name the letters of the alphabet in order. Use letter names to distinguish between alternative spellings of the same sound. Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p> <p><b>Y2</b> Segment spoken words into phonemes and represent these by graphemes, spelling many correctly. Learn new ways of spelling phonemes for which one or more spellings are already known. Learn to spell common exception words Learn to spell more words with contracted forms. Learn the possessive apostrophe (singular). To spell correctly, distinguish between homophones and near-homophones. Add suffixes ness and er. Add suffix ment to spell longer word. Add suffixes ful and less. Use suffixes er and est. Use suffix ly. Spell words with: - the /dʒ/ sound spelt as ge and dge at the end, and spelt as g elsewhere. - the /s/ sound spelt c before e, i and y, - the /n/ sound spelt kn and gn at the beginning. - the /l/ sound spelt wr at the beginning. - the /l/ or /əɪ/ sound spelt -le at the end of words. - the /l/ or /əɪ/ sound sp - the /l/ or /əɪ/ sound spelt - al at the end of words. - the ending -il. - the /aɪ/ sound spelt -y at the end of word. - The /ɑ:/ sound spelt a before l and ll. - The /ʌ/ sound spelt o. - The /i:/ sound spelt -ey. - The /b/ sound spelt a after w and qu. - The /ɑ:/ sound spelt or after w. - The /ɑ:/ sound spelt ar after w. - The /ʒ/ sound spelt s. Add -es to nouns and verbs ending in -y. Add -ed, -ing, -er and -est to a root word ending in -y with a consonant before it. Add the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it. Add -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter. Spell words ending in -ion Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p>	<p><b>LKS2</b> <b>Y3</b> Use further prefixes dis-, mis-, re-, and suffixes -ly, -ous, and understand how to add them. Add suffixes beginning with vowel letters to words of more than one syllable. Spell homophones and near homophones. Spell words containing the /n/ sound spelt ou Spell words with endings sounding like /ʒə/. Spell words with endings sounding like or /fjə/. Spell words with the /ex/ sound spelt ei, eigh, or ey, Identify and spell irregular past tense verbs. Identify and spell irregular plurals. Use the first two letters of a word to check its spelling in a dictionary. Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. Spell words from the Year 3 list</p> <p><b>Y4</b> Use further prefixes, e.g. in-, im-, ir-, sub-, inter-, super-, anti-, auto-. Use further suffixes, e.g. -ation, -tion, -ssion, -cian. Investigate what happens to words ending in f when suffixes are added. Identify and spell words with the /k/ sound spelt ch (Greek in origin). Identify and spell words with the /ʃ/ sound spelt ch (mostly French in origin). Identify and spell words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin). Identify and spell words with the /s/ sound spelt sc (Latin in origin). Understand how diminutives are formed using e.g. suffix -ette and prefix mini-. Investigate ways in which nouns and adjectives can be made into verbs by the use of suffixes e.g. pollen (noun) and -ate = pollinate (verb). Learn the /t/ sound spelt y elsewhere than at the end of words, e.g. myth, gym, Egypt. Use the first three letters of a word to check its spelling in a dictionary. Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. Explore and use the possessive apostrophe. Spell words from the Year 4 list</p>	<p><b>UKS2</b> <b>Y5</b> Investigate verb prefixes e.g. dis-, re-, pre-, mis-, over-. Recognise and spell words ending in -ant, -ance/-ancy, -ent, -ence/-ency. Recognise and spell words ending in -able and -ible. Recognise and spell words ending in -ably and -ibly. Recognise and spell words with the /i:/ sound spelt ei after c. Recognise and spell words containing the letterstring ough. To recognise and spell the suffixes -al-, -ary,- ic. T To spell further suffixes. Spell some words with 'silent' letters. To spell unstressed vowels in polysyllabic words. Develop self-checking and proof reading strategies. Spell words that they have not yet been taught by using what they have learnt about how spelling works in English. Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. Use a thesaurus. Spell words from the Year 5 list</p> <p><b>Y6</b> Recognise and spell endings which sound like /ʃəs/, spelt -cious or -tious. Recognise and spell endings which sound like /fəɪ/. Investigate adding suffixes beginning with vowel letters to words ending in -fer. Investigate use of the hyphen. Investigate and use further prefixes, e.g. bitrans- tele-circum-. Distinguish between homophones and other words that are often confused. Identify root words, derivations and spelling patterns as a support for spelling. Be secure with all spelling rules previously taught. Use a number of different strategies interactively in order to spell correctly. Develop self-checking and proof-checking strategies, including the use of a dictionary and thesaurus. Spell words from the Year 6 list.</p>
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	<b>Handwriting</b>	<p>ELG: Fine Motor Skills 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> </ul> <p>ELG: Writing Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Write recognisable letters (lower case and capitals), most of which are correctly formed.</li> </ul>	<p><b>KS1</b> <b>Y1</b> Sit correctly at a table and hold a pencil correctly. Hold a pencil with an effective grip. Form lower-case letters correctly – starting and finishing in the right place, going the right way round, correctly oriented. Form digits 0-9 correctly. Practise forming letters in handwriting families: 'Long ladders' – i, j, l, t, u, 'One armed robots' – b, h, m, n p, r 'Curly caterpillars' – c, a, d, e, g, o, q, f, s Zig-zag letters – k, v, w, x, y, z Have clear ascenders ('tall letters') and descenders ('tails'). Form capital letters correctly <b>Y2</b> Form lower-case letters of the correct size relative to one another. Orientate capital letters correctly. Use capital letters appropriately e.g. not always writing A as a capital, not using capitals within words. Write capital letters and digits of the correct size relative to one another and to lower case 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 unjoined. Use spacing between words which reflects the size of the letters.</p>	<p><b>LKS2</b> <b>Y3</b> Form and use the four basic handwriting joins. Write legibly. <b>Y4</b> Use a joined style throughout their independent writing. Write with consistency in size and proportion of letters, e.g. 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.</p>	<p><b>UKS2</b> <b>Y5</b> Write fluently using a joined style as appropriate for independent writing. Choose when it is appropriate to print (lower case or upper case) rather than to join writing e.g. printing for labelling a scientific diagram or data, filling in a form, writing an e mail address. <b>Y6</b> Write, using a joined style, with increasing speed. Choose the writing implement that is best suited for a task e.g. pencil for quick notes, handwriting pen for letters, marker pens for posters.</p>
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