

# **HAYES MEADOW PRIMARY SCHOOL**



## **ENGLISH KNOWLEDGE AND SKILLS**

### **WRITING PROGRESSION DOCUMENT**

## YEAR 1

### Transcription

- Spell words containing each of the 40+ phonemes already taught
- Spell common exception words
- Spell the days of the week
- naming the letters of the alphabet in order
- using letter names to distinguish between alternative spellings of the same sound
- 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

### Handwriting

- 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’ (ie letters that are formed in similar ways) and to practise these

### Composition

- say out loud what they are going to write about
- compose a sentence orally before writing it
- sequencing sentences to form short narratives
- re-read what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils
- read their writing aloud, clearly enough to be heard by their peers and the teacher

### Vocabulary, grammar and punctuation

- leaves spaces between words
- joins words and clauses using ‘and’
- begins to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- uses 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 [English appendix 2](#) in discussing their writing

### Working at Greater Depth

- Write short stories about something personal to them
- Sequence a short story or series of events related to learning in science, history and geography
- Writing makes sense to the reader without additional explanation
- Confident in changing the way sentences start
- Make sentences longer and use words other than ‘and’ and ‘then’ to join ideas together
- Use new vocabulary for the first time in story or explanations and is excited about experimenting with new vocabulary
- Know which letters sit below the line and which are tall letters
- Consistent in use of lower case and capital letters
- Sound out spelling when not sure and come up with phonetically plausible attempts at spelling unfamiliar words
- Spell almost all words in the Year 1 and 2 list accurately

## YEAR 2

### Transcription

- 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 (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
- 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

### Handwriting

- 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

### Composition

- 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
- 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
- proofreading 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

### Vocabulary, grammar and punctuation

- learning how to use both familiar and new punctuation correctly - see [English appendix 2](#), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
- use sentences with different forms: statement, question, exclamation, command
- expanded noun phrases to describe and specify [for example, the blue butterfly]
- the present and past tenses correctly and consistently, including the progressive form
- subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
- the grammar for year 2 in [English appendix 2](#)
- some features of written Standard English
- use and understand the grammatical terminology in [English appendix 2](#) in discussing their writing

### Working at Greater Depth

- Descriptions are clear enough for people to recognise what is meant even when things are not named
- Use some phrases and words that they came across in reading
- Use words like 'suddenly' or 'amazing', so that writing grips the readers interest
- Stories have interesting endings that have been carefully thought about
- Consistent in using the first or third person
- Keep writing interesting throughout and not be tempted to look at quick ways to finish it
- Check that capital letters, commas and question marks are used when needed and attempt to use inverted commas for speech
- Use a dictionary to check spellings of words

- Use specific nouns when needed, eg. 'terrier' instead of 'dog'
- Take time to describe characters and events within stories, rather than move from one event to another

<b>YEAR 3</b>	
<b>Transcription</b>	<b>Handwriting</b>
<ul style="list-style-type: none"> <li>• use further prefixes and suffixes and understand how to add them - see <a href="#">English appendix 1</a></li> <li>• spell further homophones</li> <li>• spell words that are often misspelt - see <a href="#">English appendix 1</a></li> <li>• place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li> <li>• use the first 2 or 3 letters of a word to check its spelling in a dictionary</li> <li>• write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</li> <li>• spell correctly word families based on common words eg. solve, solution and solver</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 downstrokes 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>
<b>Composition</b>	<b>Vocabulary, grammar and punctuation</b>
<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 recording ideas</li> <li>• compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures <a href="#">English appendix 2</a></li> <li>• begin organising 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>• proofread for spelling and punctuation errors</li> </ul>	<ul style="list-style-type: none"> <li>• begin to develop 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> <li>• learn the grammar for years 3 and 4 in [<a href="#">English appendix 2</a>]</li> <li>• indicate possession by using the possessive apostrophe with plural nouns</li> <li>• begin to use and punctuate direct speech</li> <li>• use and understand the grammatical terminology in <a href="#">English appendix 2</a> accurately and appropriately when discussing their writing and reading</li> </ul>

- 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

### Working at Greater Depth

- Use adjectives and adverbs with confidence and attempt to think of different ones to use in different situations
- Give careful thought to the planning of writing and re-read it as a matter of course
- Ensure that descriptions have just enough detail to help the reader gain a better understanding about the way the story is unfolding
- Use words that have not been used before when describing events, characters and feelings
- Use powerful verbs to show character or add impact
- Vary sentences, adding phrases to make the meaning more precise
- Include descriptions of events and characters in a variety of styles and can sometimes contain humour
- Describe characters and include feelings and emotions when needed
- Choose the most appropriate style of writing to suit the needs of the situation eg. poems, lists, letters, reports
- Check punctuation and use inverted commas for speech and apostrophes accurately

## YEAR 4

### Transcription

- use further prefixes and suffixes and understand how to add them - see [English appendix 1](#)
- spell further homophones
- spell words that are often misspelt - see [English appendix 1](#)
- 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 first 2 or 3 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

### Composition

### Handwriting

- 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 downstrokes 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]

### Vocabulary, grammar and punctuation

- discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures English appendix 2
- organising 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, using appropriate intonation and controlling the tone and volume so that the meaning is clear
- begin to open paragraphs with topic sentences
- use expanded noun phrases with modifying adjectives and prepositional phrases eg. 'the strict teacher with the curly hair'

- extend the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although
- use the present perfect form of verbs in contrast to the past tense
- choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- use conjunctions, adverbs and prepositions to express time and cause
- use commas after fronted adverbials
- learn the grammar for years 3 and 4 in [English appendix 2
- indicate possession by using the possessive apostrophe with plural nouns
- use and punctuating direct speech including a comma after the reporting clause
- use and understand the grammatical terminology in [English appendix 2](#) accurately and appropriately when discussing their writing and reading

### Working at Greater Depth

- Prepared to carry out a little research to find words that are specific to the event being written about
- Check to see if there are any sentences that can be re-organised so as to give the writing a greater impact
- Consciously use short sentences to speed up action sequences
- Use dialogue and reactions from other characters to make my character interesting
- Recognise when a simile may generate more impact than a metaphor and vice versa
- Recognise when it is reasonable to allow direct speech to tell the reader more about an individual's personality
- Recognise that a combination of good adjectives, similes and metaphors may help create a powerful image of the characters I am writing about
- Know how to re-order sentences so that they create maximum effect
- Vary choice of pronouns correctly to refer to the first, second and third person, both singular and plural
- Use commas or ellipses in order to create greater clarity and effect in my writing

## YEAR 5

**Transcription**

**Handwriting**

<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, as listed in <a href="#">English appendix 1</a></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>	<p>write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> <li>• choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>• choosing the writing implement that is best suited for a task</li> </ul>
--	---

<b>Composition</b>	<b>Vocabulary, grammar and punctuation</b>
--------------------	--

<ul style="list-style-type: none"> <li>• 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</li> <li>• note and develop initial ideas, drawing 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, understanding how such choices can change and enhance meaning</li> <li>• in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>• précis 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 correct 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> <li>• use stylistic devices to create effects in writing, for example, simile, metaphor, personification.</li> </ul>	<ul style="list-style-type: none"> <li>• recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>• use passive verbs to affect the presentation of information in a sentence</li> <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>• learn the grammar for years 5 and 6 in <a href="#">English appendix 2</a></li> <li>• use commas to clarify meaning or avoid ambiguity in writing</li> <li>• use hyphens to avoid ambiguity</li> <li>• use brackets, dashes or commas to indicate parenthesis</li> <li>• use semicolons, colons or dashes to mark boundaries between independent clauses</li> <li>• use a colon to introduce a list</li> <li>• punctuate bullet points consistently</li> <li>• use and understand the grammatical terminology in <a href="#">English appendix 2</a> accurately and appropriately in discussing their writing and reading</li> </ul>
--	---

<b>Working at Greater Depth</b>
---------------------------------

<ul style="list-style-type: none"> <li>• Use paragraphs to structure the plot in narrative writing, showing changes in time, place and events</li> <li>• Use changes in time and place to guide the reader through the text</li> </ul>
--

- Use paragraphs to organise information logically and shape a non-fiction text effectively
- Sustain and develop ideas within a paragraph, introducing it with a topic sentence
- Close text with reference to its opening
- Re-order sentences to create impact on the reader
- Use expanded noun phrases to add well thought out detail to writing
- Use punctuation to clarify meaning of sentences – commas to mark phrases and clauses
- Use dialogue effectively and punctuate it accurately

## YEAR 6

### Transcription

- use further prefixes and suffixes and understand the guidance for adding them
- 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 [English appendix 1](#)
- use dictionaries to check the spelling and meaning of words
- use a thesaurus

### Handwriting

- write legibly, fluently and 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 that is best suited for a task

### Composition

- 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
- note and develop initial ideas, drawing 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, understanding how such choices can change and enhance meaning
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- précis longer passages
- use a wide range of devices to build cohesion within and across paragraphs eg. where indicates a change in subject, time and event
- 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
- Use grammatical structures/ features and choose vocabulary appropriate to the audience, purpose and degree of formality to make meaning clear and create effect

### Vocabulary, grammar and punctuation

- 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
- use expanded noun phrases to convey complicated information concisely
- use modal verbs or adverbs to indicate degrees of possibility
- use relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun
- learn the grammar for years 5 and 6 in [English appendix 2](#)
- use commas to clarify meaning or avoid ambiguity in writing
- use hyphens to avoid ambiguity
- use brackets, dashes or commas to indicate parenthesis
- use semicolons, colons or dashes to mark boundaries between independent clauses
- use a colon to introduce a list
- punctuate bullet points consistently

- 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
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

- use and understand the grammatical terminology in [English appendix 2](#) accurately and appropriately in discussing their writing and reading

### Working at Greater Depth

- Choose the appropriate style and form for the purpose and audience of the writing
- Use techniques to engage the reader, for example, personal comments, opening hook, flashback
- Write paragraphs with a clear focus
- Write paragraphs with different structures and lengths
- Link ideas within and between paragraphs with a range of cohesive devices, for example, connecting adverbs/ adverbials, use of pronouns
- Use different sentence structures and length to suit the purpose and audience of the writing
- Use a range of sentence types for impact and specific effect on the reader
- Control complex sentences, manipulating the clauses to achieve specific effects
- Use punctuation to convey and clarify meaning, including colon and semi-colon
- Make precise and specific word choices according to the text type and audience
- Summarise longer texts precisely, identifying the key information
- Use the passive voice confidently, for example, to create suspense or in a science investigation or historical or geographical report
- Use the subjunctive in the most formal writing to express a wish or a suggestion for the future