

**Writing Progression
Hadlow Primary School**



	Spelling	Handwriting	Composition and Effect	Grammar, Punctuation and Vocabulary
EYFS	<p>Use phonic knowledge to write words in ways which match their spoken sounds.</p> <p>Write some irregular common words.</p> <p>Some words are spelt correctly and others are phonetically plausible.</p>	<p>Words and sentences are legible.</p>	<p>They write simple sentences, which can be read by themselves and others.</p>	<p>Experiment with using a capital letter to begin a sentence</p> <p>Experiment with using a full stop to end a sentence</p> <p>Use a capital letter for their own name</p>
<p>The king has a ring. A bee can buzz. A pig in red boots. He can kick.</p>				
Year 1	<p>Name the letters of the alphabet in order</p> <p>Use letter names to distinguish between alternative spellings of the same sound</p> <p>Spell words containing each of the 40+ phonemes already taught</p> <p>Spell common exception words</p> <p>Spell the days of the week</p>	<p>Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>Form capital letters</p> <p>Form digits 0-9</p> <p>Understand which letters belong to which handwriting 'families' (i.e.</p>	<p>Say out loud what they are going to write about</p> <p>Compose a sentence orally before writing it</p> <p>Sequence sentences to form short narratives</p> <p>Re-read what they have written to check that it makes sense</p> <p>Discuss what they have written with the teacher or other pupils</p>	<p>Leave spaces between words</p> <p>Join words and clauses using and</p> <p>Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> <p>Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p> <p>Learn the grammar for year 1 in English Appendix 2</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, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest</p> <p>Apply simple spelling rules and guidance, as listed in English Appendix 1</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</p>	<p>letters that are formed in similar ways) and to practise these.</p>	<p>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p>	
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Narrative:

One day Humpty Dumpty went for a walk. He found a big wall. Humpty Dumpty sat on the wall and he had a great fall!

Non-Fiction:

A Griffle is a greedy animal. Griffles like to eat jam sandwiches. Griffles have one red tail and three long arms.

<p>Year 2</p>	<p>Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</p> <p>Learn 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</p> <p>Learn to spell common exception words</p> <p>Learn to spell more words with contracted forms</p> <p>Learn the possessive apostrophe (singular) [for example, the girl's book]</p> <p>Distinguish between homophones and near-homophones</p> <p>Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</p> <p>Apply spelling rules and guidance, as listed in English Appendix 1</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs,</p>	<p>Form lower-case letters of the correct size relative to one another</p> <p>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</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p> <p>Use spacing between words that reflects the size of the letters.</p>	<p>Write narratives about personal experiences and those of others (real and fictional)</p> <p>Write about real events</p> <p>Write poetry</p> <p>Write for different purposes</p> <p>Consider what they are going to write before beginning</p> <p>Plan or say out loud what they are going to write about</p> <p>Write down ideas and/or key words, including new vocabulary</p> <p>Encapsulate what they want to say, sentence by sentence</p> <p>Make simple additions, revisions and corrections to their own writing</p> <p>Evaluate their writing with the teacher and other pupils</p> <p>Re-read 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>Learn 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>Write 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>Use the present and past tenses correctly and consistently including the progressive form</p> <p>Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p> <p>Use some features of written Standard English</p> <p>Use and understand the grammatical terminology in English Appendix 2 in writing and discussion</p>
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	common exception words and punctuation taught so far		<p>Proof-read to check for errors in spelling, grammar and punctuation</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p>	
<p>Narrative: Humpty Dumpty was sitting on Mr Gill's old, broken wall when a strong wind blew. Poor Humpty! What would happen to him?</p> <p>Non-Fiction: Griffles are the greediest animals on the planet. They like most foods but they hate green bananas, white chocolate and plain crisps. They get very cross when they are hungry. Never get too close to a hungry Gruffle. It might bite you!</p>				
Year 3	<p>Use further prefixes and suffixes and understand how to add them</p> <p>Spell further homophones</p> <p>Spell words that are often misspelt</p> <p>Introduction to the possessive apostrophe in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary</p>	<p>Use the diagonal and horizontal strokes that are needed to join letters</p> <p>Increase the legibility, consistency and quality of their handwriting</p>	<p>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>Discuss and record ideas</p> <p>Compose and rehearse sentences orally progressively building a varied and rich vocabulary and an increasing range of sentence structures</p> <p>Introduce the concept of paragraphs to organise subject matter</p>	<p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>Use the present perfect form of verbs in contrast to the past tense with growing consistency</p> <p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Use a range of conjunctions, adverbs and prepositions to express time and cause</p>

	<p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>		<p>In narratives, create settings, characters and plot</p> <p>In non-narrative material, using simple organisational devices [for example, headings and sub-headings]</p> <p>Assess the effectiveness of their own and others' writing and suggest improvements</p> <p>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>Proof-read for spelling and punctuation errors</p> <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>Indicate possession by introducing possessive apostrophe with plural nouns</p> <p>Introduce inverted commas to punctuate direct speech</p> <p>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p>
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Narrative:

Humpty Dumpty set off as the sun rose above the hills. He was sitting happily on the old, crumbling wall when a gust of wind rushed past," oh no! "said Humpty.

Non-Fiction:

Griffles are incredibly greedy animals. They often think about what to eat for tea while they are eating their lunch! A Griffle can easily eat a supersize burger meal, an ice cream with three scoops and three chocolate muffins before breakfast. Never approach a Griffle when it is eating because it might think that you are trying to steal its food. It might bite you with its razor-sharp teeth!

<p>Year 4</p>	<p>Use further prefixes and suffixes and understand how to add them</p> <p>Spell further homophones</p> <p>Spell words that are often misspelt</p> <p>Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p>Use the diagonal and horizontal strokes that are needed to join letters</p> <p>Increase the legibility, consistency and quality of their handwriting</p>	<p>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>Discuss and record ideas coherently</p> <p>Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p> <p>Organise paragraphs around a theme</p> <p>In narratives, create settings, characters and plot</p> <p>In non-narrative material, develop a range of organisational devices</p> <p>Assess the effectiveness of their own and others' writing and suggest improvements</p> <p>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>Proof-read for spelling and punctuation errors</p>	<p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>Use the present perfect form of verbs in contrast to the past tense</p> <p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Use conjunctions, adverbs and prepositions to express time and cause</p> <p>Use fronted adverbials</p> <p>Use commas after fronted adverbials</p> <p>Indicate possession by using the possessive apostrophe with plural nouns</p> <p>Use and punctuate direct speech within dialogue</p> <p>Use and understand the grammatical terminology in English Appendix 2 accurately and</p>
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			Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	appropriately when discussing their writing and reading.
<p>Narrative: As the sun rose above the hills, Humpty Dumpty sat happily on the old, crumbling wall in the middle of Mr Gill’s field. Suddenly, a gust of wind whipped past. “Oh no!” Humpty exclaimed.</p> <p>Non-Fiction: It is a well-known fact that Griffles are incredibly greedy creatures with huge appetites. Unbelievably, a fully-grown Griffle can eat twice its own body weight in food at every meal. Interestingly, a Griffle’s favourite meal contains an equal balance of sugar and fat. Therefore, cheesecake makes the perfect snack for a hungry Griffle. As Griffles are fiercely defensive of their food, never go near one when it is eating</p>				
Year 5	<p>Use further prefixes and suffixes and understand the guidance for adding them</p> <p>Spell some words with ‘silent’ letters [for example, knight, psalm, solemn]</p> <p>Continue to distinguish between homophones and other words which are often confused</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt</p>	<p>Write legibly, fluently and with increasing speed</p> <p>Choose which shape of a letter to use when given choices</p> <p>Choose the writing implement that is best suited for a task</p>	<p>Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>Develop initial ideas, drawing on reading and research where necessary</p> <p>In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed</p>	<p>Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p> <p>Use passive verbs to affect the presentation of information in a sentence</p> <p>Use the perfect form of verbs to mark relationships of time and cause</p> <p>Use expanded noun phrases to convey complicated information concisely</p>

	<p>specifically, as listed in English Appendix 1</p> <p>Use dictionaries to check the spelling and meaning of words</p> <p>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>Use a thesaurus</p>		<p>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>In narratives, describe settings, characters and atmosphere and begin to integrate dialogue to convey character and advance the action</p> <p>Make longer passages more precise</p> <p>Use a wide range of devices to build cohesion within and across paragraphs</p> <p>Use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p> <p>Assess the effectiveness of their own and others' writing</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Ensure the consistent and correct use of tense throughout a piece of writing</p>	<p>Use modal verbs or adverbs to indicate degrees of possibility</p> <p>Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</p> <p>Use commas to clarify meaning or avoid ambiguity in writing</p> <p>Use brackets, dashes or commas to indicate parenthesis</p> <p>Use a colon to introduce a list</p> <p>Punctuate bullet points consistently</p> <p>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</p>
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			<p>Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>Proof-read for spelling and punctuation errors</p> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p>	
<p>Narrative: As the sun rose above the hills, Humpty Dumpty, who never listened to good advice, sat happily on the old, crumbling wall in the middle of Mr Gill’s field. Suddenly, a gust of wind – as strong as a hurricane - whipped past. “Oh no,” he grumbled, sitting up wiping the dust from his eyes.</p> <p>Non-Fiction: <u>Eating Habits</u> Griffles, who are often found in the Hertfordshire countryside, are fascinating creatures. Perhaps the most unusual fact about Griffles is that they are incredibly greedy creatures with huge appetites. Unbelievably, a mature Griffle (a Griffle is considered fully-grown from 2 years of age) can eat twice its own body weight in food at every meal – sometimes more! A Griffle’s favourite meal contains an equal balance of sugar and fat, with a small amount of carbohydrate, which they find hard to digest. Therefore, cheesecake – lemon and lime seems to be a popular choice – makes the perfect snack for a hungry Griffle.</p>				
Year 6	<p>Use further prefixes and suffixes and understand the guidance for adding them</p> <p>Spell some words with ‘silent’ letters [for example, knight, psalm, solemn]</p>	<p>Write legibly, fluently and with increasing speed</p> <p>Choose which shape of a letter to use when given choices</p>	<p>Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p>	<p>Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p>

	<p>Continue to distinguish between homophones and other words which are often confused</p> <p>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</p> <p>Use dictionaries to check the spelling and meaning of words</p> <p>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>Use a thesaurus</p>	<p>Choose the writing implement that is best suited for a task</p>	<p>Develop initial ideas, drawing on reading and research where necessary</p> <p>In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action</p> <p>Make longer passages more precise</p> <p>Use a wide range of devices to build cohesion within and across paragraphs</p> <p>Use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p>	<p>Use passive verbs to affect the presentation of information in a sentence</p> <p>Use the perfect form of verbs to mark relationships of time and cause</p> <p>Use expanded noun phrases to convey complicated information concisely</p> <p>Use modal verbs or adverbs to indicate degrees of possibility</p> <p>Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</p> <p>Use commas to clarify meaning or avoid ambiguity in writing</p> <p>Use hyphens to avoid ambiguity</p> <p>Use brackets, dashes or commas to indicate parenthesis</p> <p>Use semi-colons, colons or dashes to mark boundaries between independent clauses</p> <p>Use a colon to introduce a list</p>
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			<p>Assess the effectiveness of their own and others' writing</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Ensure the consistent and correct use of tense throughout a piece of writing</p> <p>Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>Proof-read for spelling and punctuation errors</p> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p>	<p>Punctuate bullet points consistently</p> <p>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</p>
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Narrative:

As the sun rose above the hills, Humpty Dumpty, who never listened to good advice, sat happily on the old, crumbling wall in the middle of Mr Gill's field thinking about what a lucky egg he was he listed his best qualities: a good-sized shell with a lovely shine; an 'egg'cellent sense of humour and an attractive appearance. Nothing could go wrong; life was good. Suddenly, and without warning; a gust of wind – as strong as a hurricane - whipped past. The wall was destroyed... destroyed. "Why is this happening to me?" he cried. Humpty Dumpty was sat on damp ground; he had a bad feeling. "Now what," he exclaimed.

Non-Fiction:

Eating Habits

Griffles (Latin name; 'Griffalis gargantious'), who are mostly found in the more rural areas of Hertfordshire, are very interesting creatures. Despite their slim appearance, Griffles are well known for their huge appetite; a fully-matured male can eat twice its own body weight in a single meal! However, the question is: if a hungry Gruffle were to turn up for dinner unexpectedly, what would you feed it? Put together soft full fat cheese, butter, sugar and zesty lemons and you have the perfect combination...lemon cheesecake! The balance of fat and sugar in this tasty treat meets the dietary needs of a Gruffle.