Writing	progression	at St	Mawes	Primary

	Year 1	and 2	Year 3	3 and 4	Years	5 and 6
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' (i.e. letters that are formed in similar ways) and to practice these 	 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 un- joined. Write capital letters and digits of the correct size, orientation and relationship to one another and 	 Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined. Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down- strokes of letters are parallel and equidistant; that lines of writing are 	 Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down- strokes of letters are parallel and equidistant; that 	 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. 	 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.

	to lower case letters. • Use spacing between words that reflects the size of the letters.	spaced sufficiently so that the ascenders and descenders of letters do not touch].	lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].		
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	• Spell words	• Segmenting	•	Use further	• Use further	•Use further	• Use further
	containing each	spoken words		prefixes and	prefixes and	prefixes and	prefixes and
	of the 40+	into phonemes		suffixes and	suffixes and	suffixes and	suffixes and
	phonemes	representing		understand how	understand how	understand the	understand the
	already taught.	these by		to add them	to add them	guidance for	guidance for
		graphemes,		(English	(English	adding them.	adding them.
	 Spell common 	spelling many		Appendix 1).	Appendix 1).	2	
	exception	correctly.				• Spell some words	 Spell some
Transcription	words	correctly.	•	Spell	• Spell	with 'silent'	words with
	 Spell the days 	 Learning new 		further	further	letters [for	'silent' letters
SPEL	of the week.	ways of spelling		homophones	homophones	example, knight,	[for example,
RITE	• Naming the	phonemes for				psalm, solemn].	knight, psalm,
2	• Naming the letters of the	which one or	•	Spell words	 Spell words that 	• Continue to	solemn].
	-	more spellings		that are often	are often	distinguish	Continue to
	alphabet in order.	are already		misspelt	misspelt (English	between	distinguish
	order.	known, and learn		(English	Appendix 1).	homophones and	between
	 Using letter 	some words with		Appendix 1).	 Place the 	other words	homophones and
	names to	each spelling,		Place the	 Place the possessive 	which are often	other words
	distinguish	including a few	•		apostrophe	confused.	which are often
	between	common		possessive		. Uza knowladza of	confused.
	alternative	homophones.		apostrophe	accurately in words with	• Use knowledge of	. Llas knowledge of
	spellings of the	• Learning to		accurately in words		morphology and	Use knowledge of
	same sound.	spell common			regular plurals	etymology in	morphology and
	 Add suffixes 	exception		with regular	[for example,	spelling and	etymology in
	using the	words.		plurals	girls', boys'] and	understand that	spelling and
	spelling rule for		•	Use the first	in words with	the spelling of	understand that
	adding -s or -es	Learning to		two or three	irregular plurals	some words needs	the spelling of some words needs
	as the plural	spell more		letters of a	[for example,	to be learnt	
	marker for	words with		word to check	children's].	specifically, as	to be learnt
		contracted		its spelling in a		listed in English	specifically, as

 nouns and the third person singular marks for verbs. Add prefixes using the present 	ker s	dictionary.	Appendix 1. • Use dictionaries to check the spelling and meaning of words.	listed in English Appendix 1.
un				

Transcription Continued	 Add suffixes 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 year 1 spelling rules and guidance. Write from 	 Learning the possessive apostrophe (singular) Distinguishing between homophones and near- homophones. Add suffixes to spell longer words, including -ment, - ness, - ful, -less, -ly. 	• Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	 Use the first two or 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. 	 Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. Use a thesaurus. 	 Use dictionaries to check the spelling and meaning of words. Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. Use a thesaurus.
	memory simple sentences dictated by the teacher that include words • using the GPCs and common exception words taught so far.	 Apply year 2 spelling rules and guidance. Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation 				

	• Saying out	• Writing	• Discussing	• Discussing	•Identifying the	• Identifying the
	loud what	narratives	writing similar	writing similar to	audience for and	audience for and
	they are	about personal	to that which	that which they	purpose of the	purpose of the
	going to write	experiences	they are	are planning to	writing, selecting	writing,
	about.	and those of	planning to	write in order to	the appropriate	selecting the
	• Composing a	others (real	write in order	understand and	form and using	appropriate
	sentence	and	to understand	learn from its	other similar	form and using
omposition	orally before	 fictional). 	and learn from	structure,	writing as models	other similar
omposition	writing it.		its structure,	vocabulary and	for their own.	writing as
		Writing about	vocabulary and	grammar.	•Noting and	models for their
A CONTRACT	• Sequencing	real events.	grammar.	 Discussing and 	developing	own.
Jairų M	sentences to	 Writing poetry. 	 Discussing and 	recording	initial ideas,	 Noting and
Gales H	form short	• Writing for	recording	ideas.	drawing on	developing
محمد المح	narratives.	different	ideas.		reading and	initial ideas,
	• Re-reading	purposes.	Companing and	Composing and	research where	drawing on
	what they have	• Planning or	Composing and	rehearsing	necessary.	reading and
	written to	saying out loud	rehearsing	sentences		research where
	check that it	, 5	sentences	orally	• Considering how	necessary.
	makes sense.	what they are	orally (including	(including	authors have	
	• Discuss what	going to write	dialogue),	dialogue),	developed	Considering how
	they have	about.	progressively	progressively	characters and	authors have
	written with	 Writing down 	building a	 building a varied 	settings in what	developed
	the teacher or	ideas and/or key	varied and rich	and rich	pupils have	characters and
	other pupils.	words, including	vocabulary and	vocabulary and	read, listened	settings in what
		new vocabulary.	an increasing	an increasing	to or seen	pupils have
	Read aloud	 Encapsulating 	range of	range of	performed in	read, listened
	their writing	what they want	sentence	sentence	narratives.	to or seen
	clearly enough	to say, sentence	structures	 structures 	• Precising	performed in
	to be heard by	by sentence.	(English	(English	longer	narratives.

their peers and the teacher.	Appendix 2). • Organising paragraphs around a theme. • Creating settings, characters and plot in narratives.	Appendix 2). • Organising paragraphs around a theme. • Creating settings, characters and plot in narratives.	passages. • Using a wide range of devices to build cohesion within and across paragraphs. • Proof-read for spelling and punctuation errors.	• Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
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	Evaluating their	Using simple	Using simple	Using further	• describing
	writing with the	organisational	organisational	organisational and	settings,
	teacher and	devices in non-	devices in non-	presentational	characters and
	other pupils.	narrative	narrative	devices to	atmosphere and
	De readine te	material [for	material [for	structure text and	integrating
	Re-reading to	example,	example,	to guide the	dialogue to
	check that	headings and	headings and	reader [for	convey charact
	their writing	sub-headings].	sub- headings].	example, headings,	, and advance th
	makes sense			bullet points,	action in
	and that verb	Assessing the	• Assessing the	underlining].	narratives.
mposition	to indicate	effectiveness	effectiveness		
ontinued	time are used	of their own	of their own and	Assessing the	•Precising
	correctly and	and others'	others' writing	effectiveness of	longer
Short	consistently,	writing and	and suggesting	their own and	passages.
Story Da	including verbs	suggesting	improvements.	others' writing.	•Using a wide
	in the	improvements	• Proposing	Proposing changes	range of device
	continuous	•	changes to	to vocabulary,	to build cohesi
	form.	• Proposing	grammar and	grammar and	within and acro
	 Proof-reading 	changes to	vocabulary to	punctuation to	paragraphs.
	to check for	grammar and	improve	enhance effects	I laine funthen
	errors in	vocabulary to	consistency,	and clarify	•Using further organisational
	spelling,	improve	including the	meaning.	3
	grammar and	consistency,	accurate use of		and
	punctuation	including the	pronouns in	Ensuring the	presentational
	•	accurate use	sentences.	consistent and	devices to
	Read aloud what	of pronouns in		correct use of	structure text
	they have	sentences.	• Proof-read for	tense throughout	and to guide th
	written with		spelling and	a piece of writing.	reader [for
	appropriate	• Proof-read	punctuation	Ensuring correct	example,
	intonation to	for spelling	errors.	subject and verb	headings, bulle
	make the	and			nointe

and

points,

make the

	erro • Read their write grou whol using appr • Into cont tone volue the	own writing, to aaloudgroup or ther ownwhole class, usinging, to aappropriatep or theintonation ande class,controlling thegtone and volumeopriateso that thenation andmeaning is clear.	agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.	underlining]. • Assessing the effectiveness of their own and others' writing. • Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
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	0	0	0	•Ensuring the
				consistent and
				correct use of
				tense throughout
				a piece of
				writing.
Composition				 Ensuring correct
Continued				subject and verb
				agreement when
				using singular and
				plural,
				distinguishing
				between the
				language of
				speech and
				writing and
				choosing the
				appropriate
				register.
				 Proof-read for
				spelling and
				punctuation
				errors.
				•Perform their
				own
				compositions,
				using appropriate
				intonation,

		volume, and movement so
		that meaning is
		clear.

Vocabulary, Grammar, Punctuationspacesuse both familiar and new punctuationrange of sentences with more than one clause by using a wider range of conjunctions, including that i and joining clauses using ' and'.use both familiar and new punctuationrange of sentences with more than one clause by using a wider range of conjunctions, including when, exclamationafter fronted adverbials.verbs or adverbials.Vocabulary, Grammar, Punctuation· Joining words and joining clauses using ' and'.use both familiar and new punctuate sentences using a capital letter and a full stop, question mark or exclamationrange of sentences using a capital letter and a full stop, for lists.after fronted adverbials.verbs or adverbials.Using brackets, for lists Using the present to use commas for lists Using the present of verbs in contrast to the past tense Use and understanding Standard English for werb inflections. Use and understand the grammatical. Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'T' Sentences grammar (singular) Use and understand terminology in the methical terminology in (singular) Use and understand terminology in the days of the week, and the personal pronoun 'T' Sentences sentences. Use and understand terminology in terminology in terminology in terminology in terminology in terminology in terminology in terminology in terminology in terminology in termin		•Leaving	• Learning how to	• Extending the	• Using commas	• Using modal	•Using hyphens
Vocabulary, Grammar, Punctuationfamiliar and new punctuationsentences with more than one clause by using a wider rangeadverbials.adverbs to indicateVocabulary, Grammar, Punctuation.Joining words and joining clauses usingstops, capital letters, and'.stops, capital letters, exclamation marks, and a full stop, question marks or exclamationof conjunctions, including when, if, because, althoughUsing fronted adverbialsUsing brackets, dashes or avoid repetition.Common Grammar, Punctuate guestion marks, a full stop, question mark or exclamation markLearning how to use commas for listsUsing the present present post tenseUsing fronted adverbialsUse and understanding Standard English forms for verb inflections.Use and understanding standard English forms for verb inflections.Use and understanding standard English forms for verb.Use and understanding standard English forms for verb.Use and understanding standard English forms for verb.Use and understand spoken forms.Use and understand spoken forms.Use and understand spoken formsVocabulary, for listsUse and understand to use.Use and understand spoken forms.Use and understand spoken forms.Use and understand spoken forms.Use and understand spoken forms.Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'Sentences.Use and understand the grammarical 		5	_		•	-	• Using hyphens to avoid
Vocabulary, Grammar, Punctuationwords.punctuation correctly, 		•		3			
Vocabulary, Grammar, PunctuationJoining words and joining clauses usingcorrectly, including full stops, capital letters, exclamationclause by using a wider range of conjunctions, including when, if, because, athough.clause by using or pronouns appropriatelydegrees of possibility.Vocabulary, Grammar, Punctuation'and'.letters, exclamationincluding when, including when, athough.'Using brackets, avoid repetition.Using brackets, cohesion and to avoid repetition.Using brackets, commas to indicateWocabulary, Grammar, Punctuation'Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamationLearning how to use commas for lists.Using the present of verbs in contrast to the past tense.Use and understanding standard English forms for verb inflectionsUse and understand the englishUse and understand the space and instead of local spoken formsUse and understand spoken forms s accurately and aporpriately in discussing their were instead of I instead of IAppendix 2 Year discussing their writing and reading.To.Sentences withGrammar apostrophesYear 3 argammar accurately and instead of IUsing relative clausesVocabulary, if the days of the personal pronounWithYear 3 argammar accurately and accurately andUsing relative clausesUsing relative clauses					adverbials.		ambiguity.
• Onderstandingdifferentappropriately• Indicatingregular pluraldifferentwhenpossession bybeginning withInoun suffixes -sforms:discussingusing thewho, which,• I	Grammar, Punctuation	 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'. Understanding regular plural noun suffixes -s 	 punctuation correctly, including full stops, capital letters, exclamation marks, and question marks. Learning how to use commas for lists. Sentences with different forms: statement, 	 more than one clause by using a wider range of conjunctions, including when, if, because, although. Using the present perfect form of verbs in contrast to the past tense. Use and understand the grammatical terminology in Year 3 grammar accurately and appropriately when discussing 	 Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Using fronted adverbials. Understanding 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]. Indicating possession by using the 	 indicate degrees of possibility. Using brackets, dashes or commas to indicate parenthesis. Use and understand the grammatical terminology in English Appendix 2 Year 5 accurately and appropriately in discussing their writing and reading. Using relative clauses beginning with who, which, where, when, 	ambiguity. • Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. • Using passive verbs to affect the presentation of information in a sentence. • Understanding how words are related by meaning as synonyms and antonyms [for example, big, large, little]. • Understanding layout devices

 wishes],	exclamation,	and reading.	plural nouns.	with an implied	headings, sub-
	command.	_		(i.e. omitted)	headings, sub-
 including the 		Using		relative pronoun.	columns, bullets,
effects of	 Expanded noun 	conjunctions,			or tables, to
these	phrases to	adverbs and		 Converting nouns 	structure text].
suffixes on	describe and	prepositions to		or adjectives	
the meaning	specify [for	express time		into verbs using	•Using a colon
of the noun.	example, the	and cause.		suffixes [for	to introduce a
	blue butterfly].	• Understanding		example, -ate;	list.
		the formation		-ise; -ify]	
		of nouns using			
		a range of			
		prefixes			

	 Understanding 	 The present 	• Understanding	 Using and 	 Understanding 	 Linking ideas
	suffixes that	and past	the use of the	punctuating	verb prefixes	across
	can be added to	tenses	forms a or an	direct speech.	[for example,	paragraphs using
	verbs where no	correctly and	according to	• Use and	dis-, de-, mis-,	a wider range of
	change is	consistently	whether the	understand the	over- and re-	cohesive devices:
	needed in the	including the	next word	grammatical].	repetition of a
Vocabulary,	spelling of the	progressive	begins with a	terminology in	• Understanding	word or phrase,
Grammar,	root words	form.	consonant or a	Year 4 grammar	devices to build	grammatical
Punctuation	[helping, helped,	 Subordination 	vowel [for	accurately and	cohesion within	connections [for
Continued	helper].	(using when, if,	example, a rock,	appropriately	a paragraph	example, the use
	• Understanding	that, or	an open box].	when discussing	[for example,	of adverbials
	how the prefix	because) and	 Understanding 	their writing and	then, after	such as on the
	un- changes the	co-ordination	word families	reading.	that, this,	other hand, in
CRAMMAR	meaning of	(using or,	based on common		firstly].	contrast, or as a
	verbs and		words, showing	• Using	· -	consequence],
	adjectives.	• and, or but).	how words are	expanded noun	Understanding	and ellipsis.
	, , , , , , , , , , , , , , , , , , ,	 Understanding 	related in form	phrases to	linking ideas	•Using semi-
	Understanding	the formation of	and meaning [for	convey	across	colons, colons or
	how words can	nouns using	example, solve,	complicated	paragraphs using	dashes to mark
	combine to	suffixes such as	solution, solver,	information	adverbials of	boundaries
	make sentences.	-ness, -er and	dissolve,	concisely.	time [for	between
	• Use year 1	 compounding 	insoluble].		example, later],	independent
	grammatical	[e.g.	-		place [for	clauses.
	terminology in	whiteboard,	• Understanding		example, nearby]	
	English	superman]	paragraphs as		and number [for	• Punctuating
	Appendix 2 in	• -	a way to group		example,	bullet points
	discussing	• Understanding	related		secondly] or	consistently.
	their writing.	the formation of	material.		tense choices	•Use and
		adjectives using	 Using headings 		[for example, he	understand the

	suffixes such as -ful, -less.	and sub-headings to aid presentation. • Beginning to use inverted commas to punctuate direct speech.		had seen her before]. • Using commas to clarify meaning or avoid ambiguity in writing.	grammatical terminology in English Appendix 2 Year 6 accurately and appropriately in discussing their writing and reading.
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