



Hanley St Luke's English Curriculum Progression: Writing

	Transcription		Composition				
	Spelling	Handwriting	Text Structure	Sentence structure	Punctuation	Word	Grammatical terminology
Nurs	<ul style="list-style-type: none"> • Writing initial sounds in names • Writing most/all of first name with most letters formed correctly 	<ul style="list-style-type: none"> • Hold a pencil effectively using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paint brushes and cutlery. • Begin to show accuracy and care when drawing. • Drawing horizontal lines • Drawing vertical lines • Drawing circles • Drawing diagonal lines 					
Rec	<ul style="list-style-type: none"> • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Writing initial sounds • Writing CVC/CVCC/CVCV words 	<ul style="list-style-type: none"> • Hold a pencil effectively using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paint brushes and cutlery. • Begin to show accuracy and care when drawing. • Forming letters correctly for phonics sounds learnt. 	Short sentences Retelling a familiar story Short phrases Descriptions Name writing List writing Letters Recipes Visit recounts Instructions Rhyming Alliteration				
Year 1	<ul style="list-style-type: none"> • Spell words containing each of the 40+ phonemes already taught • Spell common exception words • Spell the days of the week • Name the letters of the alphabet in order • Use letter names to distinguish between alternative spellings of the same sound • Use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs • Use the prefix un- • Use -ing, -ed, -er and -est where no change is needed in the spelling of root words • Apply simple spelling rules and guidance, as listed in the N/C 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Write sentences by saying out loud what they are going to write about • Compose a sentence orally before writing it • Sequence sentences to form short narratives (real and fictional) • 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 	<ul style="list-style-type: none"> • Combine words to make sentences. • Join words and join clauses using 'and' 	<ul style="list-style-type: none"> • Leave spaces between words • Begin to use capital letters, full stops, question marks and exclamation marks to demarcate sentences. • Use capital letters for names and for the personal pronoun 'I' 	<ul style="list-style-type: none"> • Make noun plural with suffixes 's' or 'es' • Add suffixes to verbs • Use the prefix 'un' to change the meaning of verbs and adjectives 	letter capital letter word singular, plural sentence punctuation full stop question mark, exclamation mark

	<ul style="list-style-type: none"> Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far 						
Year 2	<ul style="list-style-type: none"> Segment spoken words into phonemes and represent these by graphemes, spelling many correctly and make phonetically plausible attempts at others 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 Spell many common exception words Learn to spell more words with contracted forms Learn the possessive apostrophe (singular) Distinguish 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 the N/C write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Write coherent 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 Make simple additions, revisions and corrections to their own writing Evaluate writing with the teacher and other pupils Re-read to check that writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form Proof read to check for errors in spelling, grammar and punctuation Read aloud what they have written with appropriate intonation to make the meaning clear 	<ul style="list-style-type: none"> Use sentences with different forms: statement, question, exclamation, command Understand how grammatical patterns in a sentence indicate its function Use expanded noun phrases to describe and specify Use the present and past tenses correctly and consistently, including the progressive form Use conjunctions for subordination (using when, if, that, or because) and conjunctions for co-ordination (using or, and, or but) Use some features of written Standard English 	<ul style="list-style-type: none"> Use capital letters, full stops, question marks and exclamation marks to demarcate sentences Use commas to separate items in a list Use apostrophes for contraction Use apostrophes for possession (singular) 	<ul style="list-style-type: none"> Make nouns using suffixes such as 'ness' and er Make nouns which are compound words Make adjectives using suffixes such as 'ful' 'less' Use the suffixes 'er' and 'est' in adjectives Turn adjectives into adverbs using 'ly' 	<p>noun</p> <p>noun phrase</p> <p>statement</p> <p>question</p> <p>exclamation</p> <p>command</p> <p>compound</p> <p>suffix</p> <p>adjective</p> <p>adverb</p> <p>verb</p> <p>tense (past present)</p> <p>apostrophe</p> <p>comma</p>
Year 3	<ul style="list-style-type: none"> Use further prefixes and suffixes and understand how to add them Spell further homophones Spell words that are often misspelt see N/C 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 	<ul style="list-style-type: none"> Use the diagonal and horizontal strokes 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 Ensure downstrokes of letters are parallel 	<ul style="list-style-type: none"> Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Discuss and record ideas for writing Begin to use paragraphs to group related material Use headings and sub-headings to aid presentation Use the present perfect form of verbs instead of the simple past Draft and edit by composing and rehearsing sentences orally (including 	<ul style="list-style-type: none"> Use conjunctions, adverbs and prepositions to express time, place and cause Extend the range of sentences with more than one clause by using a wider range of conjunctions 	<ul style="list-style-type: none"> Use inverted commas to punctuate direct speech 	<ul style="list-style-type: none"> Form nouns using a range of prefixes Use a or an accurately Word families - related in form and meaning 	<p>preposition,</p> <p>conjunction</p> <p>word family</p> <p>prefix</p> <p>clause</p> <p>subordinate clause</p> <p>direct speech</p> <p>consonant, consonant</p> <p>letter vowel</p> <p>vowel letter</p> <p>inverted commas</p>

		<p>and equidistant and lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch</p>	<p>dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p> <ul style="list-style-type: none"> • In narratives, create settings, characters and plot • In non-narrative material, using simple organisational devices such as headings and sub-headings • Evaluate and edit by assessing the effectiveness of own and others' writing and suggesting improvements • Propose changes to grammar and vocabulary to improve consistency • Proof read for spelling and punctuation errors • Read 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 				
Year 4	<ul style="list-style-type: none"> • Use further prefixes and suffixes and understand how to add them • Spell further homophones • Spell words that are often misspelt see N/C • Place the possessive apostrophe accurately in words with regular and irregular plurals • 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 	<ul style="list-style-type: none"> • Use the diagonal and horizontal strokes 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 • Ensure downstrokes of letters are parallel and equidistant and lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch 	<ul style="list-style-type: none"> • Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • Discuss and record ideas for writing • Begin to use paragraphs to group related material • Use headings and sub-headings to aid presentation • Use the present perfect form of verbs instead of the simple past • Draft and edit by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures • In narratives, create settings, characters and plot • In non-narrative material, using simple organisational devices such as headings and sub-headings • Evaluate and edit by assessing the effectiveness of own and others' writing and suggesting improvements • Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • Proof read for spelling and punctuation errors • Read own writing aloud to a group or the whole class, using appropriate intonation 	<ul style="list-style-type: none"> • Develop Expanded Noun phrases by using modifying adjectives, nouns and preposition phrases • Use fronted adverbials 	<ul style="list-style-type: none"> • Use inverted commas and other punctuation for direct speech • Apostrophes to show plural possession • Use commas after fronted adverbials 	<ul style="list-style-type: none"> • Understand difference with 's' for plurals (books) and possessives (its, theirs) • Use Standard English instead of local spoken forms (we were, I did) 	<p>determiner pronoun, possessive pronoun adverbial</p>

			and controlling the tone and volume so that the meaning is clear				
Year 5	<ul style="list-style-type: none"> Use further prefixes and suffixes and understand the guidance for adding them Spell some words with 'silent' letters 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 N/C 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. 	<ul style="list-style-type: none"> Write legibly, fluently and with increasing speed Choose which shape of a letter to use and decide whether or not to join specific letters Choose the writing implement that is best suited for a task 	<ul style="list-style-type: none"> Identify the audience for and purpose of writing, selecting the appropriate form and using similar writing as models for 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 and use this as a model for own writing. Use devices to structure non-narrative writing and support the reader Build cohesion within a paragraph Link ideas across paragraphs using adverbials of time, place and number Link ideas across paragraphs using tense choice Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Evaluate and edit by assessing the effectiveness of own and others' writing Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Proof-read for spelling and punctuation errors Perform own compositions, using appropriate intonation, volume, and movement so that meaning is clear. 	<ul style="list-style-type: none"> Write relative clauses beginning with: who, which, where, when, whose, that that or with an implied (i.e. omitted) relative pronoun Use adverbs and modal verbs to indicate degrees of possibility 	<ul style="list-style-type: none"> Use brackets, dashes or commas to indicate parenthesis Use commas to clarify meaning or avoid ambiguity 	<ul style="list-style-type: none"> Convert nouns or adjectives into verbs using suffixes (-ate; -ise; -ify) Verb prefixes (dis-, de-, mis-, over- and re-) 	<ul style="list-style-type: none"> modal verb relative pronoun relative clause parenthesis bracket dash cohesion ambiguity
Year 6	<ul style="list-style-type: none"> Use further prefixes and suffixes and understand the guidance for adding them Spell some words with 'silent' letters 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 N/C Use dictionaries to check the spelling and meaning of words Use the first three or four 	<ul style="list-style-type: none"> Write legibly, fluently and with increasing speed Choose which shape of a letter to use and decide whether or not to join specific letters Choose the writing implement that is best suited for a task 	<ul style="list-style-type: none"> Write effectively for a range of purposes and audiences selecting language that shows good awareness of the reader Note and develop initial ideas, drawing on reading and research where necessary Link ideas across paragraphs by repeating a word or phrase, using adverbials and ellipsis Use headings, sub-headings, columns, bullets, or tables to structure text Précis longer passages Use a wide range of devices to build cohesion within and across paragraphs Use further organisational and presentational devices to structure text and to guide the reader In narratives, describe settings, characters and atmosphere 	<ul style="list-style-type: none"> Use the passive voice Understand the difference between vocabulary and structures typical of informal speech and writing (Eg: question tags) and formal speech and writing (Eg: subjunctive form) Use the perfect form of verbs to mark relationships of time and cause Use expanded noun phrases to convey complicated 	<ul style="list-style-type: none"> Use the semi-colon, colon and dash to separate independent clauses Use the colon to introduce a list and semi-colons within lists Use bullet points and accurate punctuation to list information Use hyphens to avoid ambiguity 	<ul style="list-style-type: none"> Understand the difference between vocabulary typical of informal speech and formal speech and writing Use synonyms and antonyms 	<ul style="list-style-type: none"> subject object active passive synonym antonym ellipsis hyphen colon semi-colon bullet points

	<p>letters of a word to check spelling, meaning or both of these in a dictionary</p> <ul style="list-style-type: none"> • Use a thesaurus. 		<ul style="list-style-type: none"> • Integrate dialogue to convey character and advance the action • Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • Evaluate and edit by assessing the effectiveness of own and others' writing • Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • 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 • Proof-read for spelling and punctuation errors • Perform own compositions, using appropriate intonation, volume, and movement so that meaning is clear. 	<p>information concisely</p>			
<p>Year 7</p>	<ul style="list-style-type: none"> • Write accurately, fluently, effectively and at length for pleasure and information • Write for a wide range of purposes and audiences, including: <ul style="list-style-type: none"> * well-structured formal expository and narrative writing * stories, scripts and other imaginative writing * notes for talks and presentations * a range of other narrative and non-narrative texts, including arguments, and personal and formal letters • Summarise and organise material, and supporting ideas and arguments with any necessary factual detail • Apply their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form • Draw on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing • Plan, draft, edit and proof-read through: considering how their writing reflects the audiences and purposes for which it was intended • Amend the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness • Pay attention to accurate grammar, punctuation and spelling; applying the spelling patterns and rules set out in KS1 and 2 N/C 			<ul style="list-style-type: none"> • Extend and applying the grammatical knowledge set out in N/C for KS1 and 2 to analyse more challenging texts • Study the effectiveness and impact of the grammatical features of the texts they read • Draw on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects • Know and understand the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English • Use Standard English confidently in their own writing and speech <p>Discuss reading, writing and spoken language with precise and confident use of linguistic and literary terminology.</p>			