

## Progression through the Writing Curriculum in our school

### Spoken language

	Rec	Y1	Y2	Y3	Y4	Y5	Y6	Y7 (KS3)
<b>Spoken language</b>	<p><i>We are learning to use a 'public' voice for speaking in front of our class, in assemblies, or other large audiences. We use a whispering voice for working with a partner in class or independently pulling sentences out of our mouth when we are writing.</i></p> <p>We are learning to:</p> <ul style="list-style-type: none"> <li>- listen and respond appropriately to adults and their peers</li> <li>- ask relevant questions to extend their understanding and knowledge</li> <li>- use relevant strategies to build their vocabulary</li> <li>- articulate and justify answers, arguments and opinions</li> <li>- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>- speak audibly and fluently with an increasing command of Standard English</li> <li>- participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>- gain, maintain and monitor the interest of the listener(s)</li> <li>- consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>- select and use appropriate registers for effective communication</li> </ul>							See below
<b>Spoken language</b>	<p><b>Y7 (KS3)</b></p> <p>We are learning to speak confidently and effectively, including through:</p> <ul style="list-style-type: none"> <li>- using Standard English confidently in a range of formal and informal contexts, including classroom discussion</li> <li>- giving short speeches and presentations, expressing our own ideas and keeping to the point</li> <li>- participating in formal debates and structured discussions, summarising and/or building on what has been said</li> <li>- improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.</li> </ul>							

## Writing – transcription (spelling)

	Rec	Y1	Y2	Y3	Y4	Y5	Y6	Y7 (KS3)
<b>Learning to spell (inc. phonetically)</b>	We are learning to use our phonic knowledge to write words in ways which match our spoken sounds	We are learning to spell: - words containing each of the 40+ phonemes already taught - common exception words - the days of the week - using letter names to distinguish between alternative spellings of the same sound	We are learning to spell by: - segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly - learning 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 - 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	We are learning to: - spell further homophones - spell words that are often misspelt (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]		We are learning to: - spell some words with 'silent' letters [for example, knight, psalm, solemn] - 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 a thesaurus to check spellings		We are learning to: - apply the spelling patterns and rules set out in English Appendix 1 to the key stage 1 and 2 programmes of study for English.

<p><b>The alphabet</b></p>	<p>We are learning to name the letters of the alphabet.</p>	<p>We are learning to:  - name the letters of the alphabet:  - name the letters of the alphabet in order</p>	<p>We are learning to:  - use dictionaries to check the spelling and meaning of words  - use the first letter of a word to check its spelling in a dictionary</p>	<p>We are learning to:  - use dictionaries to check the spelling and meaning of words  - use the first two or three letters of a word to check its spelling in a dictionary</p>	<p>We are learning to:  - 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</p>	
<p><b>Spelling rules</b></p>	<p>We are learning to spell phonetically regular words of more than one syllable.</p>	<p>We are learning to:  - add prefixes and suffixes:  - 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–  □ 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 <u>English Appendix 1</u></p>	<p>We are learning to:  - add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly  - apply spelling rules and guidance, as listed in <u>English Appendix 1</u></p>	<p>We are learning to:  - use further prefixes and suffixes and understand how to add them (English Appendix 1)</p>	<p>We are learning to:  - use further prefixes and suffixes and understand the guidance for adding them</p>	<p>We are learning to:  - apply the spelling patterns and rules set out in English Appendix 1 to the key stage 1 and 2 programmes of study for English.</p>

<b>Dictation</b>		<p>We are learning to:</p> <ul style="list-style-type: none"> <li>- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught to us so far.</li> </ul>	<p>We are learning to:</p> <ul style="list-style-type: none"> <li>- write from memory simple sentences dictated by our teacher that include words using the GPCs, common exception words and punctuation taught to us so far.</li> </ul>	<p>We are learning to:</p> <ul style="list-style-type: none"> <li>- write from memory simple sentences, dictated by our teacher, that include words and punctuation taught to us so far.</li> </ul>	<p>We are learning to:</p> <ul style="list-style-type: none"> <li>- write from memory sentences, dictated by our teacher, that include words and punctuation taught to us so far.</li> </ul>	
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### Writing – transcription (handwriting)

<b>Handwriting</b>	<p>We are learning to:</p> <ul style="list-style-type: none"> <li>- sit correctly at a table, holding a pencil comfortably and correctly</li> <li>- form digits 0-9</li> <li>- form the letters of the alphabet</li> <li>- use groups of letters or letter-like shapes when writing</li> </ul>	<p>We are learning to:</p> <ul style="list-style-type: none"> <li>- sit correctly at a table, holding a pencil comfortably and correctly</li> <li>- begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>- form capital letters</li> <li>- form digits 0-9</li> <li>- understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</li> </ul>	<p>We are learning to:</p> <ul style="list-style-type: none"> <li>- form lower-case letters of the correct size relative to one another</li> <li>- 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</li> <li>- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> </ul>	<p>We are learning to:</p> <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 our handwriting [for example, 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].</li> </ul>	<p>We are learning to:</p> <ul style="list-style-type: none"> <li>- write legibly, fluently and with increasing speed by:</li> <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>	
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			- use spacing between words that reflects the size of the letters.			
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## Writing – composition (articulating ideas and structuring them in speech and writing)

<b>Planning</b>	We are learning to compose a sentence orally before writing it	We are learning to write sentences by: - saying out loud what they are going to write about - composing a sentence orally before writing it	We are learning to consider what we are going to write before beginning by: - planning or saying out loud what we are going to write about - writing down ideas and/or key words, including new vocabulary - encapsulating what we want to say, sentence by sentence	We are learning to plan our writing by: - discussing writing similar to that which we are planning to write in order to understand and learn from its structure, vocabulary and grammar - discussing and recording ideas	We are learning to plan our writing by: - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for our own - noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what we have read, listened to or seen performed	We are learning to: - plan considering how their writing reflects the audiences and purposes for which it was intended - amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness
<b>Writing</b>	We are learning to: - Use our phonic knowledge to write words in ways which match their spoken sounds - write some irregular common words - write simple sentences which can be read by	We are learning to: - sequence sentences to form short narratives	We are learning to develop positive attitudes towards and stamina for writing by: - writing narratives about personal experiences and those of others (real and fictional) - writing about real events - writing poetry	We are learning to draft and write by: - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures ( <a href="#">English Appendix 2</a> ) - organising paragraphs around a theme - in narratives, creating settings, characters and plot - in non-narrative material, using simple organisational devices [for example, headings and sub-headings]	We are learning to draft and write by: - selecting 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 - précising longer passages - using a wide range of devices to build cohesion within and across paragraphs - using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]	We are learning to draft and write accurately, fluently, effectively and at length for pleasure and information through: - writing for a wide range of purposes and audiences, including: • well-structured formal

	themselves and others. – write some words which are spelt correctly and others are phonetically plausible		- writing for different purposes			expository and narrative essays <ul style="list-style-type: none"><li>• stories, scripts, poetry and other imaginative writing</li><li>• notes and polished scripts for talks and presentations</li><li>• a range of other narrative and non-narrative texts, including arguments, and personal and formal letters</li><li>- summarising and organising material, and supporting ideas and arguments with any necessary factual detail</li><li>- draw on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing</li><li>- using Standard English confidently in their own writing</li></ul>
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						- drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing to achieve particular effects
<b>Editing</b>	We are learning to re-read what we have written to check that it makes sense	We are learning to: - re-read what we have written to check that it makes sense - discuss what we have written with the teacher or other pupils	We are learning to make simple additions, revisions and corrections to our own writing by:  - evaluating our writing with the teacher and other pupils - re-reading to check that our writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form - proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]	We are learning to evaluate and edit by: - assessing the effectiveness of our own and others' writing and suggesting improvements - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences - proof-reading for spelling and punctuation errors	We are learning to evaluate and edit by: - assessing the effectiveness of our own and others' writing - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - ensuring the consistent and correct use of tense throughout a piece of writing - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register - proof-reading for spelling and punctuation errors	We are learning to: - draft, edit and proof-read through: - considering how their writing reflects the audiences and purposes for which it was intended - amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness

<b>Performing and evaluating</b>	We are learning to read aloud our writing clearly enough to be heard by our peers and the teacher	We are learning to: - read aloud our writing clearly enough to be heard by our peers and the teacher.	We are learning to: - read aloud what we have written with appropriate intonation to make the meaning clear.	We are learning to: - read aloud our own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	We are learning to: - read aloud our own writing, to a group or the whole class assessing the effectiveness of their own and others' writing	We are learning to: - use notes and polished scripts for talks and presentations - consider how our writing reflects the audiences and purposes for which it was intended - using Standard English confidently in our own speech
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## Spelling, vocabulary, grammar and punctuation

<b>Word level</b>	<i>Incidental learning</i>	We are learning to know, understand and apply in our writing: Regular <b>plural noun suffixes</b> –s or –es (e.g. <i>dog, dogs; wish, wishes</i> ) <b>Suffixes</b> that can be added to <b>verbs</b> (e.g. <i>helping, helped, helper</i> ) How the <b>prefix un-</b> changes the meaning of <b>verbs</b> and <b>adjectives</b> (negation, e.g. <i>unkind, or</i>	We are learning to know, understand and apply in our writing: Formation of <b>nouns</b> using <b>suffixes</b> such as –ness, –er and by compounding [for example, <i>whiteboard, superman</i> ] Formation of <b>adjectives</b> using <b>suffixes</b> such as –ful, –less (A fuller list of <b>suffixes</b> can be found on page 46 in the year 2	We are learning to know, understand and apply in our writing: Formation of <b>nouns</b> using a range of <b>prefixes</b> [for example <i>super-, anti-, auto-</i> ] Use of the <b>forms a or an</b> according to whether the next <b>word</b> begins with a <b>consonant</b> or a <b>vowel</b> [for example, <i>a rock, an open box</i> ]	We are learning to know, understand and apply in our writing: The grammatical difference between <b>plural</b> and <b>possessive</b> –s Standard English forms for <b>verb inflections</b> instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i> ]	We are learning to know, understand and apply in our writing: Converting <b>nouns</b> or <b>adjectives</b> into <b>verbs</b> using <b>suffixes</b> [for example, –ate; –ise; –ify] <b>Verb prefixes</b> [for example, <i>dis-, de-, mis-, over- and re-</i> ]	We are learning to know, understand and apply in our writing: The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out – discover; ask for – request; go in – enter</i> ]  How words are related by	We are learning to pay attention to accurate spelling; applying the spelling patterns and rules set out in English Appendix 1 to the key stage 1 and 2 programmes of study for English
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		<i>undoing</i> , e.g. <i>untie the boat</i> )	spelling section in English Appendix 1)  Use of the <b>suffixes</b> <i>-er, -est</i> in <b>adjectives</b> and the use of <i>-ly</i> in Standard English to turn adjectives into <b>adverbs</b>	<b>Word families</b> based on common <b>words</b> , showing how words are related in form and meaning [for example, <i>solve, solution, solver, dissolve, insoluble</i> ]			meaning as synonyms and antonyms [for example, <i>big, large, little</i> ].	
<b>Sentence structure</b>	We are learning to know, understand and apply in our writing how words can combine to make a sentence	We are learning to know, understand and apply in our writing: How <b>words</b> can combine to make <b>sentences</b> . Joining <b>words</b> and joining <b>clauses</b> using <i>and</i>	We are learning to know, understand and apply in our writing: <b>Subordination</b> (using <i>when, if, that, because</i> ) and <b>co-ordination</b> (using <i>or, and, but</i> )  Expanded <b>noun phrases</b> for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i> ]  <b>How the grammatical patterns in a sentence indicate its function as a statement, question,</b>	We are learning to know, understand and apply in our writing: Expressing time, place and cause using <b>conjunctions</b> [for example, <i>when, before, after, while, so, because</i> ], <b>adverbs</b> [for example, <i>then, next, soon, therefore</i> ], or <b>prepositions</b> [for example, <i>before, after, during, in, because of</i> ]  Extending the range of sentences with <b>more than one clause</b> by using a wider range of	We are learning to know, understand and apply in our writing: Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i> ) <b>Fronted adverbials</b> [for example, <i>Later that day, I heard the bad news.</i> ]	We are learning to know, understand and apply in our writing: <b>Relative clauses</b> beginning with <i>who, which, where, when, whose, that</i> , or an omitted relative pronoun  Indicating degrees of possibility using <b>adverbs</b> [for example, <i>perhaps, surely</i> ] or <b>modal verbs</b> [for example, <i>might, should, will, must</i> ]	We are learning to know, understand and apply in our writing: 2Use of the <b>passive</b> to affect the presentation of information in a <b>sentence</b> [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i> ]. The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: or the use of	We are learning to: - pay attention to accurate grammar and punctuation. - consolidate and build on their knowledge of grammar and vocabulary through: - extending and applying the grammatical knowledge set out in English Appendix 2 to the key stage 1 and 2 programmes of study to analyse more challenging texts - drawing on new grammatical

			exclamation or command	conjunctions (e.g. <i>when, if, because, although</i> )			<b>subjunctive</b> forms such as <i>If I were</i> or <i>Were they to come</i> in formal writing and speech	constructions from their reading and listening, and using these consciously in their writing to achieve particular effects
<b>Text structure</b>	We are learning to know, understand and apply in our writing: Sequencing sentences to form short narratives.  Separation of words with spaces.	We are learning to know, understand and apply in our writing: Sequencing sentences to form short narratives.  Separation of words with spaces.	We are learning to know, understand and apply in our writing: Correct choice and consistent use of <b>present tense</b> and <b>past tense</b> throughout writing  Use of the <b>progressive</b> form of <b>verbs</b> in the <b>present</b> and <b>past tense</b> to mark actions in progress [for example, <i>she is drumming, he was shouting</i> ]	We are learning to know, understand and apply in our writing: Introduction to paragraphs as a way to group related material  Headings and sub-headings to aid presentation Use of the <b>present perfect</b> form of <b>verbs</b> instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i> ]	We are learning to know, understand and apply in our writing:  Use of paragraphs to organise ideas around a theme  Appropriate choice of <b>pronoun</b> or <b>noun</b> within and across <b>sentences</b> to aid cohesion and avoid repetition	We are learning to know, understand and apply in our writing:  Devices to build <b>cohesion</b> within a paragraph [for example, <i>then, after that, this, firstly</i> ]  Linking ideas across paragraphs using <b>adverbials</b> of time [for example, <i>later</i> ], place [for example, <i>nearby</i> ] and number [for example, <i>secondly</i> ] or tense choices [for example, he <i>had</i> seen her before]	We are learning to know, understand and apply in our writing:  Linking ideas across paragraphs using a wider range of <b>cohesive devices</b> : repetition of a <b>word</b> or phrase, grammatical connections [for example, the use of <b>adverbials</b> such as <i>on the other hand, in contrast, or as a consequence</i> ], and <b>ellipsis</b> Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]	We are learning to apply our growing knowledge of vocabulary, grammar and text structure to our writing and select the appropriate form
<b>Punctuation</b>	We are learning to know, understand	We are learning to know, understand and apply in our writing:	We are learning to know, understand and apply in our writing:	We are learning to know, understand and apply in our writing:	We are learning to know, understand and apply in our writing:	We are learning to know, understand and apply in our writing:	We are learning to know, understand and apply in our writing:	We are learning to pay attention to accurate punctuation.

	<p>and apply in our writing: Separation of <b>words</b> with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b> Capital letters for names</p>	<p>Separation of <b>words</b> with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b> Capital letters for names and for the personal <b>pronoun I</b></p>	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b> Commas to separate items in a list <b>Apostrophes</b> to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]</p>	<p>Introduction to inverted commas to <b>punctuate</b> direct speech</p>	<p>Use of inverted commas and other <b>punctuation</b> to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>] <b>Apostrophes</b> to mark <b>plural</b> possession [for example, <i>the girl's name, the girls' names</i>] Use of commas after <b>fronted adverbials</b></p>	<p>Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity</p>	<p>Use of the semi-colon, colon and dash to mark the boundary between independent <b>clauses</b> [for example, <i>It's raining; I'm fed up</i>] Use of the colon to introduce a list and use of semi-colons within lists <b>Punctuation</b> of bullet points to list information How hyphens can be used to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>re-cover</i>]</p>	
<p><b>NEW terminology for pupils (teacher to revise previous terminology)</b></p>	<p>word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark</p>	<p>word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark</p>	<p>noun, noun phrase statement, question, exclamation, command, compound, adjective, verb, suffix adverb tense (past, present)</p>	<p>adverb, preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter</p>	<p>determiner, pronoun, possessive pronoun, adverbial</p>	<p>modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity</p>	<p>subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points</p>	<p>We are learning to discuss reading, writing and spoken language with precise and confident use of linguistic and literary terminology</p>

			apostrophe, comma	inverted commas (or 'speech marks')				
<b>Writing genres studied - fiction</b>	Narrative Poetry	Narrative (retelling) Poetry	Narrative Poetry	Narrative (fables, adventure stories, mystery stories) Poetry	Narrative Poetry	Narrative (historical texts) Poetry	Narrative Poetry	-formal expository and narrative essays - stories, scripts, poetry and other imaginative writing - notes and polished scripts for talks and presentations - narrative and non-narrative texts, including arguments, and personal and formal letters
<b>Writing genres studied – non-fiction</b>	Instructions Lists Recounts - postcards	Recounts Postcards Non- chronological reports	Non- chronological reports Instructions Recounts	Non- chronological reports	Explanation texts Non- chronological reports	Explanation texts Newspapers	Biographies Newspapers	

