

Sithney CP School
Literacy – Writing Progression
Age 2 to Year 6.
Age 2 to Reception.



Playing & Exploring - Engagement	Active Learning - Motivation	Creating & Thinking Critically - Thinking
<ul style="list-style-type: none"> • Finding out & exploring • Playing with what they know • Being willing to 'have a go' 	<ul style="list-style-type: none"> • Being involved & concentrating • Keep on trying • Enjoying achieving what they set out to do 	<ul style="list-style-type: none"> • Having their own ideas (creative thinking) • Making links (building theories) • Working with ideas (critical thinking)

ELG
-Write recognisable letters, most of which are correctly formed
-Spell words by identifying sounds in the them & representing the sounds with a letter or letters
-Write simple phrases & sentences that can be read by others

Focus	Composition	Vocabulary, grammar & punctuation	Transcription - Spelling	Handwriting
2-3 Year Olds	Enjoys drawing freely. Add some marks to their drawings which they give meaning to. Makes marks on their pictures to stand for their name.	Use speech sounds. Begin to develop conversation often jumping from topic to topic. Start to say how they are feeling using words and actions. Make themselves understood and can become frustrated when they are not.	Notice some print such as the first letter of their name or a familiar logo.	Use small motor skills to do things independently e.g manage buttons and zips and pour drinks. Develop manipulation and control. Explore different materials and tools. Beginning to show preference for a dominant hand. Holds mark making tools with thumb and all fingers.
3-4 Year Olds	<ul style="list-style-type: none"> • Can retell a simple past event in correct order (e.g. went down slide, hurt finger) 	<ul style="list-style-type: none"> • Beginning to use more complex sentences to link thoughts (e.g. using and, 	<ul style="list-style-type: none"> • Write some or all of their name • Write 'm' for mummy 	<ul style="list-style-type: none"> • Use large muscle movements to wave flags & streamers, paint & make

	<ul style="list-style-type: none"> • Uses talk to explain what is happening and anticipate what might happen next • Use some of their print & letter knowledge in their early writing, e.g. writing a pretend shopping list that starts at the top of the page 	<p>because)</p> <ul style="list-style-type: none"> • Able to use language in recalling past experiences • Beginning to use a range of tenses (e.g. play, playing, will play, played) • Continues to make some errors in language (e.g. runned) and will absorb and use language they hear around them in their community and culture • Uses intonation, rhythm and phrasing to make the meaning clear to others • Talks more extensively about things that are of particular importance to them • Builds up vocabulary that reflects the breadth of their experiences • Uses talk in pretending that objects stand for something else in play, e.g. This box is my castle 		<p>marks</p> <ul style="list-style-type: none"> • Use one handed tools & equipment, e.g. snips in paper with scissors • Use a comfortable grip with good control when holding pens & pencils • Show a preference for a dominant hand • Creates lines and circles pivoting from the shoulder and elbow • Write some letters accurately
Reception	<ul style="list-style-type: none"> • Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology • Enjoys creating texts to communicate meaning for an increasingly wide range of 	<ul style="list-style-type: none"> • Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words • Uses language to imagine and recreate roles and experiences in play situations 	<ul style="list-style-type: none"> • Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their 	<ul style="list-style-type: none"> • Use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor • Begins to use anticlockwise movement and retrace vertical lines • Uses a pencil and holds it

	<p>purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats</p> <ul style="list-style-type: none"> • Re-read what they have written to check it makes sense 	<ul style="list-style-type: none"> • Links statements and sticks to a main theme or intention • Uses talk to organise, sequence and clarify thinking, ideas, feelings and events • Introduces a storyline or narrative into their play • Write short sentences with words with known sound-letter correspondences using a capital letter & full stop 	<p>own name</p> <ul style="list-style-type: none"> • Spell words by identifying the sounds & then writing the sound with letter/s • Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together 	<p>effectively</p> <ul style="list-style-type: none"> • Form lower-case & capital letters correctly
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SITHNEY COMMUNITY PRIMARY SCHOOL

Writing Overview

Year 1



Composition	Vocabulary, Punctuation and Grammar	Transcription – spelling	Handwriting
<p>Pupils should be taught to write sentences by:</p> <p>Saying out loud what they are going to write about,</p> <p>Composing a sentence orally before writing it,</p> <p>Sequencing sentences to form short narratives,</p> <p>Re-reading what they have written to check that it makes sense,</p> <p>Discuss what they have written with</p>	<p>Pupils should be taught to:</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. letters that are formed in similar</p>	<p>Pupils should be taught to:</p> <p>spell:</p> <p>Words containing each of the 40+ phonemes already taught ,</p> <p>common exception words, the days of the week</p> <p>Name the letters of the alphabet: Naming the letters of the alphabet in order,</p> <p>Using letter names to distinguish between alternative spellings of the</p>	<p>Pupils should be taught to develop their understanding of the concepts set out in English Appendix 2 by:</p> <p>Leaving spaces between words,</p> <p>Joining words and joining clauses using and,</p> <p>Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark,</p> <p>Using a capital letter for names of</p>

<p>the teacher or other pupils, Read aloud their writing clearly enough to be heard by their peers and the teacher.</p>	<p>ways) and to practise these.</p>	<p>same sound, Add prefixes and suffixes: 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</p>	<p>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 Appendix 2 in discussing their writing.</p>
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SITHNEY COMMUNITY PRIMARY SCHOOL
Writing Overview
Year 2



Composition	Vocabulary, Punctuation and Grammar	Transcription – spelling	Handwriting
<p>Pupils should be taught to develop positive attitudes towards and stamina for writing by:</p>	<p>Pupils should be taught to develop their understanding of the concepts set out in English Appendix 2 by:</p>	<p>Pupils should be taught to spell by: Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly;</p>	<p>Pupils should be taught to: Form lower-case letters of the correct size relative to one another;</p>

<p>Writing narratives about personal experiences and those of others (real and fictional);</p> <p>Writing about real events;</p> <p>Writing poetry;</p> <p>Writing for different purposes;</p> <p>Consider what they are going to write before beginning by:</p> <p>Planning or saying out loud what they are going to write about;</p> <p>Writing down ideas and/or key words, including new vocabulary;</p> <p>Encapsulating what they want to say sentence by sentence;</p> <p>Make simple additions, revisions and corrections to their own writing by:</p> <p>Evaluating their writing with the teacher and other pupils;</p> <p>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;</p> <p>Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly];</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>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);</p> <p>Learn how to use:</p> <p>Sentences with different forms: statement, question, exclamation, command;</p> <p>Expanded noun phrases to describe and specify [for example, the blue butterfly];</p> <p>The present and past tenses correctly and consistently including the progressive form;</p> <p>Subordination (using when, if, that, or because) and co-ordination (using or, and, or but);</p> <p>The grammar for year 2 in English Appendix 2;</p> <p>Some features of written Standard English;</p> <p>Use and understand the grammatical terminology in English Appendix 2 in discussing their writing.</p>	<p>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;</p> <p>Learning to spell more words with contracted forms;</p> <p>Learning the possessive apostrophe (singular) [for example, the girl's book], Distinguishing 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, common exception words and punctuation taught so far.</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>
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SITHNEY COMMUNITY PRIMARY SCHOOL


Writing Overview

Years 3 and 4



Composition	Vocabulary, Punctuation and Grammar	Transcription – spelling	Handwriting
<p>Pupils should be taught to plan their writing by:</p> <p>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar;</p> <p>Discussing and recording ideas;</p> <p>Draft and write by:</p> <p>Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2);</p> <p>Organising paragraphs around a theme;</p> <p>In narratives, creating settings, characters and plot;</p> <p>In non-narrative material, using simple organisational devices [for example, headings and sub-headings];</p> <p>Evaluate and edit by:</p> <p>Assessing the effectiveness of their own and others' writing and suggesting improvements;</p> <p>Proposing changes to grammar and</p>	<p>Pupils should be taught to develop their understanding of the concepts set out in English Appendix 2 by:</p> <p>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although;</p> <p>Using the present perfect form of verbs in contrast to the past tense;</p> <p>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition;</p> <p>Using conjunctions, adverbs and prepositions to express time and cause</p> <p>Using fronted adverbials;</p> <p>Learning the grammar for years 3 and 4 in English Appendix 2;</p> <p>Indicate grammatical and other features by:</p> <p>Using commas after fronted adverbials;</p> <p>Indicating possession by using the possessive apostrophe with plural nouns;</p> <p>Using and punctuating direct speech;</p> <p>Use and understand the grammatical</p>	<p>Pupils should be taught to:</p> <p>Use further prefixes and suffixes and understand how to add them (English Appendix 1);</p> <p>Spell further homophones;</p> <p>Spell words that are often misspelt (English Appendix 1);</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>Pupils should be taught to:</p> <p>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;</p> <p>Increase the legibility, consistency and quality of their 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].</p>

<p>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>terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p>		
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<p>SITHNEY COMMUNITY PRIMARY SCHOOL</p> <p>Writing Overview</p> <p>Years 5 and 6</p> <p>Academic Year 2021-2022</p>			
<p>Composition</p>	<p>Vocabulary, Punctuation and Grammar</p>	<p>Transcription – spelling</p>	<p>Handwriting</p>
<p>Pupils should be taught to plan their writing by:</p> <p>Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own;</p> <p>Noting and developing initial ideas, drawing on reading and research where necessary;</p> <p>In writing narratives, considering how authors have developed characters and settings in what pupils have read,</p>	<p>Pupils should be taught to: develop their understanding of the concepts set out in English Appendix 2 by:</p> <p>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;</p> <p>Using the perfect form of verbs to mark relationships of time and cause;</p> <p>Using expanded noun phrases to convey complicated information concisely; Using</p>	<p>Pupils should be taught to:</p> <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]; 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</p>	<p>Pupils should be taught to write legibly, fluently and with increasing speed by:</p> <p>Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters;</p> <p>Choosing the writing implement that is best suited for a task.</p>

<p>listened to or seen performed;</p> <p>Draft and write by:</p> <p>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning;</p> <p>In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action;</p> <p>Précising longer passages;</p> <p>Using a wide range of devices to build cohesion within and across paragraphs;</p> <p>Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p> <p>Evaluate and edit by:</p> <p>Assessing the effectiveness of their own and others' writing;</p> <p>Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning;</p> <p>Ensuring the consistent and correct use of tense throughout a piece of writing;</p> <p>Ensuring 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>modal verbs or adverbs to indicate degrees of possibility;</p> <p>Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun;</p> <p>Learning the grammar for years 5 and 6 in English Appendix 2 indicate grammatical and other features by:</p> <p>Using commas to clarify meaning or avoid ambiguity in writing;</p> <p>Using hyphens to avoid ambiguity;</p> <p>Using brackets, dashes or commas to indicate parenthesis;</p> <p>Using semi-colons, colons or dashes to mark boundaries between independent clauses;</p> <p>Using a colon to introduce a list;</p> <p>Punctuating 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>	<p>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>	
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