



Our Writing curriculum will allow children to develop both the transcription and composition elements of writing. Children will write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences. Children will find writing engaging and enjoyable by writing based around a range of exciting stimuli and understand the importance of writing as a life-long skill.

Knowledge/Skills:	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Contexts for Writing: Children should:	Child initiated writing (in role, and for purpose)	write narratives about personal experiences and those of others (real and fictional) Write to inform	write narratives about personal experiences and those of others (real and fictional) Write to inform	begin to discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar write for different purposes – including: to entertain to inform to persuade	discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar write for different purposes – including: to entertain to inform to persuade	identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own in writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed write for different purposes – including to entertain, to inform, to persuade, to debate, to elicit an emotional response	identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own in writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed write for different purposes – including to entertain, to inform, to persuade, to debate, to elicit an emotional response
Transcription Knowledge – word building							
Phonic & Whole word spelling children should:	Listen to and hear the sounds in CVC, CVCC and CCVC words. (LIT) Recall &/identify the taught GPCs (the letters that represent the sounds) (including some digraphs) on a grapheme mat and use this when writing. (LIT) Spell some taught common exception/ high frequency and familiar words. (LIT)	spell words containing each of the 40+ phonemes taught spell common exception words (NC Appendix 1) Spell HFW, Irregular and 'tricky' words up to phase 3 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 spell words with simple phoneme/grapheme correspondence accurately e.g. cat, dog, red make phonetically plausible attempts at writing longer words using dominant phonemes and common grapheme representations	segment spoken words into phonemes and represent these by graphemes, spelling many correctly and making phonetically plausible attempts at others. learn new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling (phase 5) learn to spell most common exception words (NC Appendix 1) learn to spell some/most common homophones distinguish between homophones and near-homophones	segment spoken words into phonemes and represent these by graphemes, spelling most correctly and making phonetically plausible attempts at others. Spell some further homophones spell words that are often misspelt (NC Appendix 1)	spell most common homophones spell words that are often misspelt (Appendix 1)	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 Appendix 1	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 Appendix 1
Other word building spelling children should:	Write their name – CL and correct spelling	Other word building spelling- 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	Spell some/most words using the possessive apostrophe (singular) learn to spell more words with contracted forms add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly	Beginning to: use further prefixes and suffixes and understand how to add them place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals	Secure evidence of being able to: use further prefixes and suffixes and understand how to add them place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals	use further prefixes and suffixes and understand the guidance for adding them use dictionaries to check the spelling and meaning of words use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary	use further prefixes and suffixes and understand the guidance for adding them use dictionaries to check the spelling and meaning of words use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary



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		write some compound words (Ph4) apply simple spelling rules from NC Appendix 1	show awareness of silent letters in spelling e.g. knight write and use –le ending as the most common spelling for this sound at the end of words apply spelling rules from NC Appendix 1	use the first 2 or 3 letters of a word to check its spelling in a dictionary	use the first 2 or 3 letters of a word to check its spelling in a dictionary		
Transcription: Children should:	Form letters and write words and simple sentences in accordance with their growing phonic knowledge.	write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far	write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.	write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. (Incorporate spelling rules and common exception words Appendix A)	write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. (Incorporate spelling rules and common exception words Appendix A)	write from memory simple sentences, dictated by the teacher, that include words, punctuation and grammatical features taught so far. (Incorporate spelling rules and common exception words Appendix A)	write from memory simple sentences, dictated by the teacher, that include words, punctuation and grammatical features taught so far. (Incorporate spelling rules and common exception words Appendix A)
Handwriting: Children should	Develop their fine motor skills so that they can use a range of tools competently, safely and confidently (PD) Develop the foundations of a handwriting style which is fast, accurate and efficient (PD) Form lower-case and capital letters correctly. (LIT) Know how to write the taught letters (LIT)	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' and to practise these spacing between words usually reflects the size of the letters Produce recognisable letters and words to convey meaning another person can read writing with some mediation	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.	Developing (some evidence): use the diagonal and horizontal strokes that are needed to join letters understand which letters, when adjacent to one another, are best left unjoined increase the legibility, consistency and quality of their handwriting	Secure: use the diagonal and horizontal strokes that are needed to join letters understand which letters, when adjacent to one another, are best left unjoined increase the legibility, consistency and quality of their handwriting	Developing (some evidence): choose which shape of a letter to use when given choices deciding whether or not to join specific letters choose the writing implement that is best suited for a task	Secure: choose which shape of a letter to use when given choices deciding whether or not to join specific letters choose the writing implement that is best suited for a task
Transcription Knowledge – Grammar and Punctuation							
Grammar – children should	make writing exciting using wow words (adjectives). (LIT) begin to know sentences can be extended using a joining word (conjunction) (LIT)	Know that nouns are people, places and things/objects Adjectives describe a noun Verbs are an action use regular plural noun suffixes (-s, -es) use verb suffixes where root word is unchanged (-ing, -ed, -er) use the un- prefix to change meaning of adjectives/adverbs Use simple past and present tense	use sentences with different forms: statement, question, exclamation, command use coordination to join two clauses of equal weight (using or, and, or but) use some subordination to join clauses (using when, if, that, or because) use the present and past tenses correctly and consistently including the progressive form use extended simple sentences e.g. including	use the present perfect form of verbs in contrast to the past tense form nouns using prefixes use the correct form of 'a' or 'an' use word families based on common words (solve, solution, dissolve, insoluble) use some fronted adverbials use conjunctions, adverbs and prepositions to express time and cause	use the present perfect form of verbs in contrast to the past tense form nouns using prefixes use the correct form of 'a' or 'an' use word families based on common words (solve, solution, dissolve, insoluble) use a wide range of fronted adverbials correctly punctuate using a wide range of conjunctions, adverbs and prepositions to express time and cause.	use the perfect form of verbs to mark relationships of time and cause use relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun convert nouns or adjectives into verbs use verb prefixes use devices to build cohesion, including adverbials of time, place and number	recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms use passive verbs to affect the presentation of information in a sentence use the perfect form of verbs to mark relationships of time and cause understand and use differences in informal and formal language



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		Use conjunction and to join two parts of a sentence.	adverbs and adjectives to add interest use some features of written Standard English			Use adverbs and modal verbs to indicate degrees of possibility.	understand synonyms & Antonyms use further cohesive devices such as grammatical connections and adverbials
Punctuation – children should	Think of, say and write a simple sentence, sometimes using a capital letter and full stop. (LIT)	begin to punctuate sentences using: a capital letter to start a sentence CL for personal pronoun 'I' CL for their name CL for names CL for places CL for the days of the week and months of the year a full stop at the end of the sentence question mark exclamation mark	Use familiar and new punctuation correctly. Mostly accurate use of: Full stops capital letters question marks Exclamation marks Developing accuracy: commas in a list Apostrophes for contracted form Apostrophes for possession	use commas after fronted adverbials indicate possession by using the possessive apostrophe with singular and plural nouns use and punctuate direct speech using inverted commas use a colon to introduce a list	use commas after fronted adverbials indicate possession by using the possessive apostrophe with singular and plural nouns use and punctuate direct speech (including punctuation within and surrounding inverted commas)	use commas to clarify meaning or avoid ambiguity in writing use brackets, dashes or commas to indicate parenthesis	Consistently use commas correctly to mark clauses use hyphens to avoid ambiguity use semicolons, colons or dashes to mark boundaries between independent clauses use a colon to introduce a list punctuating bullet points consistently use of ellipsis
Grammatical terminology – children should	Letter, capital letter, word, sentence, full stop	Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark, adjective, noun, verb, adjective	Noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tense (past, present), apostrophe, comma	Adverb, preposition, conjunction, word, family, prefix, clause, subordinate clause, direct speech, consonant, letter, vowel, inverted commas (or 'speech marks')	Determiner, pronoun, possessive pronoun, adverbial,	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity	Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points
Composition Knowledge - vocabulary and sentence structure							
Vocabulary – children should:	Talk about and respond to stories (rhymes and songs) with actions, recalling key events and innovating (alternate aspect). (C&L) Talk about elements of a topic using newly introduced vocabulary and extending sentences using a range of conjunctions to offer extra explanation and detail with correct tenses. (C&L)	Use familiar adjectives to create noun phrases with 1 adjective to add detail e.g. red apple, bad wolf	use noun phrases use expanded noun phrases to describe and specify use some varied vocabulary use some new ambitious 'taught' vocabulary use adverbs to describe verbs	Use expanded noun phrases to describe or specify use a varied vocabulary including new ambitious vocabulary use some synonyms for common words – said, nice, good, bad etc for effect. some use of topic specific language in information writing.	Use expanded noun phrases to describe or specify Use figurative language to describe - alliteration and simile use a varied vocabulary including new ambitious vocabulary use a variety of synonyms for common words use of topic specific language in information writing.	Begin to use a variety of descriptive and figurative devices: alliteration, simile, metaphor, personification Use technical/subject specific language in information writing use a thesaurus use expanded noun phrases to convey complicated information concisely use modal verbs to indicate degrees of possibility use adverbials to open sentences, indicating time, place and manner	use a variety of descriptive and figurative devices: alliteration, simile, metaphor, personification Use technical/subject specific language in information writing Recognise and use formal vocabulary when appropriate e.g. a speech use a thesaurus use expanded noun phrases to convey complicated information concisely or to add detail, qualification or precision use modal verbs or adverbs to indicate degrees of possibility use a range of adverbials to bring detail and clarity to writing



<p>Sentence structures – children should:</p>	<p>Write a label where the word matches the picture. Write a list where each item has a new line Write a simple sentence.</p>	<p>join words and joining clauses using "and"</p>	<p>use some varied sentence openings e.g. time connectives – then, next, after that</p>	<p>extend the range of sentences (simple, compound and complex) with more than one clause by using a wider range of conjunctions: Co-ordinating – FANBOYS</p> <p>Use some subordinating to express time and place – when, before, after, while, because</p> <p>Use expanded noun phrases using 'with'</p> <p>Begin to use fronted adverbials</p>	<p>Write a mixture of simple, compound and complex sentences.</p> <p>extend the range of sentences with more than one clause by using a wider range of subordinating conjunctions: including when, if, because, although</p> <p>choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p>	<p>Use complex sentences structures consistently.</p> <p>Use of verb forms is consistently accurate</p> <p>Sentence structures link ideas both within and across paragraphs e.g. use of adverbials.</p> <p>The position of the subordinate clause can change, using commas to clarify meaning where appropriate.</p>	<p>Choose and use sentence structures for clarity and purpose and to enhance meaning.</p> <p>Sentence structures link ideas both within and across paragraphs e.g. use of adverbials.</p> <p>Correct use of commas to mark clauses.</p>
<p>Composition Knowledge – Planning, drafting, writing, editing and performing</p>							
<p>Planning Writing: Children should:</p>	<p>Think of, say and write a simple sentence, sometimes using a capital letter and full stop. (LIT)</p> <p>Talk about and respond to stories (rhymes and songs) with actions, recalling key events and innovating (alternate aspect). e.g character, settings, object. (C&L)</p> <p>Talk about elements of a topic using newly introduced vocabulary and extending sentences using a range of conjunctions to offer extra explanation and detail with correct tenses. (C&L)</p>	<p>say out loud what they are going to write about</p> <p>compose a sentence orally before writing it</p>	<p>plan or say out loud what they are going to write about</p> <p>compose sentences orally before writing them</p>	<p>discuss and record ideas</p> <p>compose and rehearse sentences orally (including dialogue)</p> <p>progressively build a varied and rich vocabulary</p> <p>build an increasing range of sentence structures: simple sentences compound sentences complex sentences</p>	<p>discuss and record ideas</p> <p>compose and rehearse sentences orally</p> <p>progressively build a varied and rich vocabulary</p> <p>build an increasing range of sentence structures: simple sentences compound sentences complex sentences</p> <p>plan to include dialogue</p>	<p>note and develop initial ideas, drawing on reading and research where necessary</p> <p>continue to discuss, compose and rehearse sentences orally</p> <p>include the planning or dialogue</p> <p>build a varied and rich vocabulary</p> <p>rehearse an increasing range of sentence structures</p>	<p>note and develop initial ideas, drawing on reading and research where necessary</p> <p>continue to discuss, compose and rehearse sentences orally</p> <p>include the planning or dialogue</p> <p>build a varied and rich vocabulary</p> <p>plan for and rehearse an increasing range of sentence structures, including use of adverbials for cohesion.</p>
<p>Drafting Writing – children should:</p>	<p>To think of, say and write a simple sentence, sometimes using a capital letter and full stop and using finger spaces. (LIT)</p>	<p>combine words to make sentences</p> <p>sequence sentences to form short narratives</p> <p>draw or say aloud ideas for a simple 3-part story</p>	<p>write down ideas and/or key words for a 5-part story, including new vocabulary</p> <p>encapsulate what they want to say, sentence by sentence</p>	<p>organise work in paragraph like structures around a theme</p> <p>create settings, characters and plot in non-narrative material, use simple organisational devices (headings & subheadings)</p>	<p>organise paragraphs around a theme in narratives – change of event, place or time and in non-fiction – under a heading or subheading</p> <p>create settings, characters and plot in non-narrative material, use some organisational devices (headings, subheadings, paragraphs, fact boxes)</p>	<p>select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives,</p> <p>describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action</p> <p>use a range of devices to build cohesion within and across paragraphs – obvious cohesion e.g. adverbials of time.</p> <p>use further organisational and presentational devices to structure text and to guide the reader</p>	<p>select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives,</p> <p>describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action</p> <p>use a wide range of devices to build cohesion within and across paragraphs – more subtle cohesion e.g. repetition, inferring characterisation</p> <p>use further organisational and presentational devices to structure text and to guide the reader</p>



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<p>Editing writing – children should:</p>	<p>To check written work by reading and make changes where necessary with the support of an adult.(LIT)</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>evaluate their writing with the teacher and other pupils</p> <p>re-read to check that their writing makes sense</p> <p>check that verbs to indicate time are used correctly and consistently, (including verbs in the continuous form e.g. I was watching TV.)</p> <p>proofread to check for errors in spelling, grammar and punctuation</p>	<p>assess the effectiveness of their own and others' writing and suggest some improvements</p> <p>propose changes to grammar and vocabulary, including the accurate use of pronouns in sentences</p> <p>proofread for spelling and punctuation errors</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>proofread for spelling and punctuation errors</p>	<p>Some evidence: assess the effectiveness of their own and others' writing</p> <p>propose some 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>proofread for spelling and punctuation errors</p>	<p>assess the effectiveness of their own and others' writing</p> <p>propose some 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>proofread for spelling and punctuation errors</p>
<p>Performing writing – children should:</p>	<p>Think of, say and write a simple sentence, sometimes using a capital letter and full stop</p>	<p>read their writing aloud clearly enough to be heard by their peers and the teacher</p>	<p>read aloud what they have written with appropriate intonation to make the meaning clear</p>	<p>read their own writing aloud, to a group, with appropriate intonation, tone and volume so that the meaning is clear.</p>	<p>read their 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.</p>	<p>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>	<p>perform their own compositions to different audiences, using appropriate intonation, volume, and movement so that meaning is clear.</p>