

St Joseph’s Catholic Primary School Progression in Writing Framework

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|  | **EYFS** **(ELG)** | **Year** **1** | **Year** **2** | **Year** **3** | **Year** **4** | **Year** **5** | **Year** **6** |
| **Phonic** **&** **Whole** **word** **spelling** | * use their phonic knowledge to write words in ways which match their spoken sounds. * write some irregular common words | * spell words containing each of   the 40+ phonemes taught   * spell common exception words * spell the days of the week * name the letters of the alphabet   in order   * using letter names to distinguish between alternative spellings of the same sound | * segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly * learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones * learning to spell common exception words * distinguishing between homophones and   near-homophones | * spell further homophones * spell words that are often misspelt   (Appendix 1) | * spell further 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** |  | * 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 * apply simple spelling rules and   guidance from Appendix 1 | * learning the possessive apostrophe   (singular)   * learning to spell more words with   contracted forms   * add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly * apply spelling rules and guidelines from   Appendix 1 | * 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 the first 2 or 3 letters of a word to check   its spelling in a dictionary | * 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 the first 2 or 3 letters of a word to check   its spelling 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 | * 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 |
| **Transcriptio** **n** | * write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are   phonetically plausible. | * 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. | * write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. |  |  |
| **Handwritin** **g** | * show good control and co- ordination in large and small movements. * move confidently in a range of ways, safely negotiating space. * handle equipment and tools effectively, including pencils for writing. * write simple sentences which can be read by themselves and others. | * 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 | * 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. | * 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 | * 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 | * 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 |
| **Contexts** **for** **Writing** | * develop their own narratives and explanations by connecting ideas or events. |  | * writing narratives about personal experiences and those of others (real and fictional) * writing about real events * writing poetry * writing for different purposes | * **discussing writing similar to that which they are** **planning** **to** **write** **in** **order** **to** **understand** **and** **learn** **from** **its** **structure,** **vocabulary** **and** **grammar** | * **discussing writing similar** **to** **that** **which** **they** **are** **planning** **to** **write** **in** **order** **to** **understand** **and** **learn** **from** **its** **structure,** **vocabulary** **and** **grammar** | * identifying 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, considering how authors have developed characters and settings in what pupils have read, listened to   or seen performed | * identifying 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, considering how authors have developed characters and settings in what pupils have read, listened to   or seen performed |
| **Planning** **Writing** | * express themselves effectively, showing awareness of listeners’ needs. * answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events. * use past, present and future forms accurately when talking about events that have happened or are to happen in the future | * saying out loud what they are going to write about * composing a sentence orally   before writing it | * planning or saying out loud what they are   going to write about | * discussing and recording ideas * composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures | * discussing and recording ideas * composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures | * noting and developing initial ideas, drawing   on reading and research where necessary | * noting and developing initial ideas, drawing   on reading and research where necessary |

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| **Drafting** **Writing** |  | * sequencing sentences to form   short narratives   * re-reading what they have written to check that it makes sense | * writing down ideas and/or key words,   including new vocabulary   * encapsulating what they want to say, sentence by sentence | * **organising paragraphs around a theme** * **in narratives, creating settings, characters**   **and** **plot**   * **in non-narrative** **material,** **using** **simple** **organisational** **devices** **(headings** **&** **subheadings)** | * **organising paragraphs around a theme** * **in narratives, creating settings, characters**   **and** **plot**   * **in non-narrative** **material,** **using** **simple** **organisational** **devices** **(headings** **&** **subheadings)** | * 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 | * 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 |
| **Editing** **Writing** |  | * discuss what they have written   with the teacher or other pupils | * evaluating their writing with the teacher and   other pupils   * rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form * proofreading to check for errors in spelling,   grammar and punctuation | * **assessing the effectiveness of their own and others’ writing and suggesting improvements** * **proposing changes to grammar and vocabulary** **to** **improve** **consistency,** **including** **the** **accurate** **use** **of** **pronouns** **in** **sentences** * **proofread for spelling and punctuation**   **errors** | * **assessing the effectiveness of their** **own** **and others’ writing and suggesting improvements** * **proposing changes to grammar and vocabulary** **to** **improve** **consistency,** **including** **the** **accurate** **use** **of** **pronouns** **in** **sentences** * **proofread for spelling and punctuation**   **errors** | * assessing the effectiveness of their 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 * proofread for spelling and punctuation   errors | * assessing the effectiveness of their 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 * proofread for spelling and punctuation   errors |
| **Performing** **Writing** |  | * **read their writing aloud clearly enough** **to** **be** **heard** **by** **their** **peers** **and** **the** **teacher.** | * **read aloud what they have written with appropriate** **intonation** **to** **make** **the** **meaning** **clear** | * **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.** | * **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.** | * **perform their own compositions, using appropriate** **intonation,** **volume,** **and** **movement** **so** **that** **meaning** **is** **clear.** | * **perform their own compositions, using appropriate** **intonation,** **volume,** **and** **movement** **so** **that** **meaning** **is** **clear.** |
| **Vocabulary** |  | * **leaving spaces between words** * **joining words and joining clauses**   **using** **"and"** | * **expanded noun phrases to describe** **and** **specify** | * **extending the range of sentences with more** **than** **one** **clause** **by** **using** **a** **wider** **range** **of** **conjunctions,** **including** **when,** **if,** **because,** **although** * **choosing nouns or pronouns appropriately for** **clarity** **and** **cohesion** **and** **to** **avoid** **repetition** * **using** **conjunctions,** **adverbs** **and** **prepositions** **to** **express** **time** **and** **cause** **(and** **place)** | * **extending the range of sentences with more** **than** **one** **clause** **by** **using** **a** **wider** **range** **of** **conjunctions,** **including** **when,** **if,** **because,** **although** * **choosing nouns or pronouns appropriately** **for** **clarity** **and** **cohesion** **and** **to** **avoid** **repetition** * **using conjunctions, adverbs and prepositions** **to** **express** **time** **and** **cause** **(and** **place)** | * **use a thesaurus** * **using expanded noun phrases to convey**   **complicated** **information** **concisely**   * **using modal verbs** **or** **adverbs** **to** **indicate** **degrees** **of** **possibility** | * **use a thesaurus** * **using expanded noun phrases to convey**   **complicated** **information** **concisely**   * **using modal verbs or adverbs to indicate**   **degrees** **of** **possibility** |
| **Grammar** (edited to reflect content in Appendix 2) |  | * regular plural noun suffixes (-s, - es) * verb suffixes where root word is   unchanged (-ing, -ed, -er)   * un- prefix to change meaning of adjectives/adverbs * to combine words to make   sentences, including using and   * Sequencing sentences to form short narratives * separation of words with spaces * sentence demarcation (. ! ?) * capital letters for names and   pronoun 'I') | * sentences with different forms: statement,   question, exclamation, command   * the present and past tenses correctly and consistently including the progressive form * subordination (using when, if, that, or because) and co-ordination (using or, and, or but) * some features of written Standard English * suffixes to form new words (-ful, -er, -ness) * sentence demarcation * commas in lists * apostrophes for omission & singular   possession | * using the present perfect form of verbs in   contrast to the past tense   * form nouns using prefixes (super-, anti-) * use the correct form of 'a' or 'an' * word families based on common words (solve, solution, dissolve, insoluble) | * using fronted adverbials * difference between plural and possessive -s * Standard English verb inflections (I did vs I   done)   * extended noun phrases, including with   prepositions   * appropriate choice of pronoun or noun to create cohesion | * using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun * converting nouns or adjectives into verbs * verb prefixes * devices to build cohesion, including adverbials of time, place and number | * 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   * using the perfect form of verbs to mark   relationships of time and cause   * differences in informal and formal language * synonyms & Antonyms * further cohesive devices such as   grammatical connections and adverbials   * use of ellipsis |
| **Punctuation** (edited to reflect content in Appendix 2) |  | * 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’ | * **learning how to use both familiar and new punctuation** **correctly,** **including** **full** **stops,** **capital** **letters,** **exclamation** **marks,** **question** **marks,** **commas** **for** **lists** **and** **apostrophes** **for** **contracted** **forms** **and** **the** **possessive** **(singular)** | * using and punctuating direct speech (i.e. Inverted commas) | * using commas after fronted adverbials * indicating possession by using the possessive apostrophe with singular and plural nouns * using and punctuating direct speech   (including punctuation within and surrounding inverted commas) | * **using commas to clarify meaning or avoid**   **ambiguity** **in** **writing**   * **using brackets, dashes or commas to**   **indicate** **parenthesis** | * **using hyphens to avoid ambiguity** * **using semicolons, colons or dashes to mark**   **boundaries** **between** **independent** **clauses**   * **using a colon to introduce a list** * **punctuating bullet points consistently** |
| **Grammatical** **Terminology** |  | **letter,** **capital** **letter,** **word,** **singular,** **plural** **,** **sentence**  **punctuation,** **full** **stop,** **question** **mark,** **exclamation** **mark** | **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,** **consonant** **letter** **vowel,** **vowel letter, 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** |