

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
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 | * 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
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| **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
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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.
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 |  |  |
| **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
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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
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 | * noting and developing initial ideas, drawing

on reading and research where necessary | * noting and developing initial ideas, drawing

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|  |  |  |  |  |  |  |  |
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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
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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**

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* **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

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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.**
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 |
| **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** |