Ludgvan School - Writing Progression

	Development Matters		ELG
Writing	**3-4 years:** • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. • Write some or all of their name. • Write some letters accurately.	**In reception:** • Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s. • Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.	• Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others.

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spelling, Punctuation and Grammar	**Phonics and Spelling Rules**	• To know all letters of the alphabet and the sounds which they most commonly represent. • To recognise diagraphs taught • To accurately spell most words containing the 40+ previously taught phonemes and GPCs. • To spell some words in a phonically plausible way, even if sometimes incorrect. • To apply Y1 spelling rules and guidance*	• To segment spoken words into phonemes and to represent these with graphemes, spelling many of these words correctly and making phonically plausible attempts at others. • To recognise new ways of spelling phonemes for which one or more spellings are already known and to learn some words with each spelling, including some common homophones (e.g. bare/bear, blue/ blew, night/knight). • To apply further Y2 spelling rules and guidance*	• To spell words with the / eɪ / sound spelt 'ei', 'eigh', or 'ey' • To spell words with the / ɪ /sound spelt 'y' in a position other than at the end of words • To spell words with a / k / sound spelt with 'ch' • To spell words ending in the / g / sound spelt 'gue' and the / k / sound spelt 'que' • To spell words with a / sh / sound spelt with 'ch' • To spell words with a short / u / sound spelt with 'ou' • To spell words ending with the / zher / sound spelt with 'sure' • To spell words ending with the / cher / sound spelt with 'ture'	• To spell words with / shuhn / endings spelt with 'sion' (if the root word ends in 'se', 'de' or 'd') • To spell words with a / shuhn / sound spelt with 'ssion' (if the root word ends in 'ss' or 'mit' • To spell words with a / shuhn / sound spelt with 'tion' (if the root word ends in 'te' or 't' or has no definite root • To spell words with a / shuhn / sound spelt with 'cian' (if the root word ends in 'c' or 'cs') • To spell words with the / s / sound spelt with 'sc' (e.g. sound spelt with 'sc')	• To spell words with endings that sound like / shuhs /spelt with -cious • To spell words with endings that sound like / shuhs /spelt with -tious or -ious • To spell words with 'silent' letters • To spell words containing the letter string 'ough'	• To spell words ending in -able and -ably • To spell words ending in -ible and -ibly • To spell words with a long / e / sound spelt 'ie' or 'ei' after 'c' • To spell words with endings which sound like / shuhl / after a vowel letter using 'cial' • To spell words with endings which sound like / shuhl / after a vowel letter using 'tial'
	Prefixes and Suffixes	• To use-sand-es, ing, -ed, -er and -est • To use the prefix 'un-' accurately.	• To add suffixes to spell most words correctly in their writing -ly, -ment, -ness, -est, -ed	• To spell most words with the prefixes dis-,mis-, bi-, re- and de- correctly • To spell most words with the suffix -ly	• To correctly spell most words with the prefixes in-, il-, im-, ir-, sub-, super-, anti-, auto-, inter-, ex- and non- • To spell words with the suffix -ous ,-ation with no change to root words, no definitive root word, words ending in 'y', 'our' or 'e' and the exceptions to the rule	• To convert nouns or adjectives into verbs using the suffix -ate -ise, -ify, -en	• To use their knowledge of adjectives ending in -ant to spell nouns ending in -ance/ -ancy and -ent to spell nouns ending in -ence / -ency • To spell words by adding suffixes beginning with vowel letters to words ending in -fer
	Common Exception Rules	• To spell all Y1 common exception words correctly* • To spell days of the week correctly	• To spell all of the Y1 and Y2 common exception words correctly.	• To spell many of the Y3 and Y4 statutory spelling words correctly.	• To spell all the Y3 and Y4 statutory spelling words correctly.	• To spell many of the Y5 and Y6 statutory spelling words correctly.	• To spell all the Y5 and Y6 statutory spelling words correctly.

Further Spelling Conventions	• To spell simple compound words • To read words that they have spelt. • To take part in the process of segmenting spoken words into phonemes before choosing graphemes to represent those phonemes	• To spell more words with contracted forms • To learn the possessive singular apostrophe • To write, from memory, simple sentences dictated by the teacher • To segment spoken words into phonemes and to then represent all the phonemes using graphemes for both for single syllable and multi-syllabic words.	• To spell some more complex homophones and near homophones	• To spell words that use the possessive apostrophe with plural words, including irregular plurals	• To spell complex homophones and near-homophones	• To spell homophones and near homophones that include nouns that end in -ce/-cy and verbs that end in -se/-sy • To spell words that contain hyphens • To use a knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.
Grammar	Use of: • Finger spaces • Word, phrases, sentence • Conjunctions – and • Punctuation – full stops, question mark, exclamation mark • Sentence types – questions, statements, commands • Capital letters for names and personal pronoun 'I' • Singular and plural - Regular plural noun suffixes –s, -es • Adjectives	Use of: • Capital Letters • Commas in lists • Apostrophes for contractions and the possessive • Verbs • Adverbs • Conjunctions – and, but, so, because • Coordination and Subordinate clauses • Use of articles (the/a/an) • Expanded noun phrases • Sentences – statement, question, exclamation, command • Past tense	Use of: • Prefixes and suffixes • Subordinating conjunctions Coordinating conjunctions • Adverbs • Prepositions • Word families • Clauses • Position of conjunctions / adverb / preposition • Choice of nouns and pronouns for clarity • Paragraphs • Present perfect form of verbs • Determiners or articles • Prefixes and suffixes • Headings and subheadings • Inverted commas to punctuate direct speech	Use of: • Expanded noun phrases • Fronted adverbials • Choice of nouns or pronouns • Range of sentences • Paragraphs • Verb inflections • Possessive apostrophe with plural nouns • Punctuate direct speech • Determiners	Use of: • Paragraphs for cohesion • Linking ideas across paragraphs using adverbials of time, place, number, tense choices • Perfect form of tenses – time and cause • Modal verbs or adverbs to indicate degrees of possibility • Relative clauses • Convert nouns or adjectives into verbs using suffixes • Verb prefixes • Expanded noun phrases to convey complicated information concisely • Use brackets, dashes or comma to indicate parenthesis • Use commas to clarify meaning or avoid ambiguity in writing	Use of: • Use hyphens effectively to link words together and to avoid ambiguity • Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. • Passive and active voice • Antonyms / synonyms • Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis. Understand layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]. • Bullet points • Colon to introduce lists • Semi colons, brackets or dashes to mark boundaries between independent clauses • Ellipses

Transcription — Letter Formation, Placement and Positioning	• To write lowercase and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.
	• To sit correctly at a table, holding a pencil comfortably and correctly. · To form digits 0-9.
	• To understand which letters belong to which handwriting 'families'
		• To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.
		• To form lower case letters of the correct size, relative to one another.
		• To use spacing between words that reflects the size of the letters.
			• To use a neat, joined handwriting style with increasing accuracy and speed.	• To increase the legibility, consistency and quality of their handwriting [e.g. by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].	• To increase the speed of their handwriting so that problems with forming letters do not get in the way of writing down what they want to say.
					• To be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version.
						• To write legibly, fluently and with increasing speed by:
						  o choosing which shape of a letter to use when given choices and deciding whether to join specific letters;
						  o choosing the writing implement that is best suited for a task.

Composition							
Planning, Writing and Editing	• To say out loud what they are going to write about. • To compose a sentence orally before writing. • To sequence sentences to form short narratives. • To discuss what they have written with the teacher or other pupils. • To re-read their writing to check that it makes sense and to • independently begin to make • changes. • To read their writing aloud clearly enough to be heard by their peers and the teacher. • To use adjectives to describe.	• To write narratives about personal experiences and those of others (real and fictional). • To write about real events. • To write simple poetry. • To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary • To encapsulate what they want to say, sentence by sentence. • To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils. • To reread to check that their writing makes sense and that the correct tense is used throughout. • To proofread to check for errors in spelling, grammar and punctuation	• To begin to use ideas from their own reading and modelled examples to plan their writing. • To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements. • To begin to organise their writing into paragraphs around a theme. • To compose and rehearse sentences orally (including dialogue).	• To compose and rehearse sentences orally (including • dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence • structures. • To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader. • To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ • pronouns for cohesion.	• To plan their writing by identifying the audience for and purpose of • the writing, selecting the appropriate form and using other similar writing as a model for their own. • To consider, when planning narratives, how authors have • developed characters and settings • in what pupils have read, listened to or seen performed. • To proofread work to précis longer passages by removing unnecessary repetition or irrelevant details. • To proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements.	• To note down and develop initial ideas, drawing on reading and research where necessary. • To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining). • To use a wide range of devices to build cohesion within and across paragraphs. • To habitually proofread for spelling and punctuation errors. • To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. • To recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing.

Awareness of Audience, Purpose and Structure	• To use number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices.
	• To start to engage readers by using adjectives to describe.
		• To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures.
		• To use new vocabulary from their reading, their discussions about it and from their wider experiences.
		• To read aloud what they have written with appropriate intonation to make the meaning clear.
			• To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write to understand and learn from its structure, vocabulary and grammar.
			• To begin to use the structure of wide range of text types (including the use of simple layout devices in non-fiction).
			• To make deliberate ambitious word choices to add detail.
			• To begin to create settings, characters and plot in narratives.
				• To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre specific layout devices).
				• To write a range of narratives that are well- structured and well-paced.
				• To create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere.
				• To begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear.
					• To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes.
					• To describe settings, characters and atmosphere with carefully chosen vocabulary to enhance mood, clarify meaning and create pace.
					• To regularly use dialogue to convey character and to advance the action.
					• To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.
						• To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.)
						• To distinguish between the language of speech and writing and to choose the appropriate level of formality.
						• To select vocabulary and grammatical structures that reflect what the writing requires e.g.
						    ○ using contracted forms in dialogues in narrative
						    ○ using passive verbs to affect how information is presented
						    ○ using modal verbs to suggest degrees of possibility).

Sentence and text structure	• Write clearly demarcated • Sentences • Use 'and' to join ideas • Use conjunctions to join sentences. (e.g. so, but) • Use standard forms of verbs (e.g. go/went)	• Write different kinds of sentences: statement, question, exclamation and command • Use expanded noun phrases to add description and specification • Write using subordination (when, if that, because) and coordination (or, and but) • Correct and consistent use of present tense and past tense correct use of verbs tenses	• Use conjunctions (when, so before, after, while, because) • Use adverbs (then, next, soon) • Use prepositions (before, after, during, in because of) • Experiment with adjectives to create impact • Correctly use verbs in 1st, 2nd, 3rd • Use perfect form of verbs to mark relationships of time and	• Vary sentence structure using different openers • Use expanded noun phrases e.g the biting, cold wind • Use appropriate choice of noun or pronoun • Use fronted adverbials e.g. As fast as he could, the boy ran • away.	• Add phrases to make sentences more precise and detailed • Use a range of sentence openers judging the impact or effect needed • Begin to adapt sentence structure to text type • Begin to use pronouns to avoid repetitions • Indicate degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should • will)	• Use subordination clauses to write complex sentences • Use passive voice where appropriate • Use expanded noun phrases to convey complicated information concisely e.g. The fact it was raining meant the end of sports day • Use a sentence structure and layout matched to the requirements of text type

Handwriting / **Letter Formation, Placement and Positioning**	• To write lowercase and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.
	• To sit correctly at a table, holding a pencil comfortably and correctly.
	• To form digits 0-9.
	• To understand which letters belong to which handwriting 'families'
		• To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.
		• To form lower case letters of the correct size, relative to one another.
		• To use spacing between words that reflects the size of the letters.
			• To use a neat, joined handwriting style with increasing accuracy and speed.	• To increase the legibility, consistency and quality of their handwriting
				   o e.g. by ensuring that the down strokes of letters are parallel and equidistant
				   o that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.
					• To increase the speed of their handwriting so that problems with forming letters do not get in the way of writing down what they want to say.
					• To be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version.
						• To write legibly, fluently and with increasing speed by:
						   o choosing which shape of a letter to use when given choices
						   o deciding whether to join specific letters.
						   o choosing the writing implement that is best suited for a task.