St Swithun's Church of England VC Primary School

Curriculum Progression Grid

Writing Skill Progression		
Date	**Review date**	**Subject Leader**
September 2020	September 2021	Mr Eddie Kirk
This document aims to give guidance on the progression of English skills and knowledge across the year groups. It can also be used to support planning and adapt learning. As children progress across the school it is expected that they can demonstrate a wider range of independent skills and knowledge in the different strands of English, across the curriculum.		
In English, like all other subjects, we recognise the importance of other methods and practice of teaching (the pedagogy) we choose to use in enabling pupils to know more, understand more and remember more. In English, the following approaches will be used, and be evident in pupil discussion, observations and work in books, in order to ensure that the Computing learning opportunities are as effective as possible and that pupils progress throughout the year and across year groups during their English experiences in school.		
Teaching Sequence in English	Look at texts and spot their features recapping on previous learning that are relevant to new learning.	
	Teach elements of grammar that is needed for writing a particular text	
	Give the children the opportunity to form ideas with new grammar group discussions.	
	Shared writing; a time to collect and form more ideas together	
	Plan, record, write and share ideas	
	Independent writing, now it's your turn	
	Individual reflection on learning – self assessment	
	Edit and improve	
	Let's share our writing and identify what went well	
	On some occasions there may be an extra step - final draft.	
Learning, working and talking about Computing	Children will be introduced to the key vocabulary relating to English so that all children can confidently articulate their ideas, knowledge and skills.	

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Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Vocabulary *Knowledge and skills*	✓ He/ she links sounds to letters, naming the sounds the letters of the alphabet.	✓ Develop their understanding of the concepts set out in appendix 2. Leave spaces between words.	✓ Learn how to use expanded noun phrases to describe and specify. Eg The blue butterfly.	✓ Word families based on common words on common words (solve, dissolve, solution and insoluble) ✓ Form nouns using prefixes (super and anti)	✓ Word families based on common words on common words (solve, dissolve, solution and insoluble) ✓ Form nouns using prefixes (super and anti)	✓ Develop their understanding by: using expanded noun phrase to convey complicated information concisely. ✓ Use a thesaurus. ✓Converting nouns or adjectives into verbs using suffixes: eg ate, ise, ify. ✓ Verb prefixes: Eg dis, de, mis, over and re.	✓ Develop their understanding by: using expanded noun phrase to convey complicated information concisely. ✓ Use a thesaurus. ✓Converting nouns or adjectives into verbs using suffixes: eg ate, ise, ify. ✓ Verb prefixes: Eg dis, de, mis, over and re.
Vocabulary *Key Vocabulary*	✓ word ✓ sentence ✓ letter	✓ word ✓ sentence ✓ letter ✓ capital letter ✓ full stop ✓ punctuation ✓ singular ✓ plural ✓ question mark ✓ exclamation mark	✓verb ✓ tense (past, present) ✓ adjective ✓ noun ✓ noun phrase ✓ adverb ✓ statement ✓ question ✓ exclamation ✓command ✓ apostrophe ✓comma ✓ compound ✓ suffix	✓ word family ✓ conjunction ✓ adverb ✓ preposition ✓ direct speech ✓ inverted commas (or speech marks) ✓ prefix ✓ consonant ✓ vowel ✓ clause ✓ subordinate clause	✓pronoun ✓possessive pronoun ✓ adverbial ✓determiner	✓relative clause ✓ modal verb ✓ relative pronoun ✓ parenthesis ✓ bracket ✓ dash ✓ cohesion ✓ ambiguity	✓ active and passive voice ✓ subject and object ✓ hyphen ✓ synonym ✓ antonym ✓ colon ✓ semi-colon ✓ bullet points ✓ ellipsis
Editing writing *Knowledge and Skills*		✓ Discuss what they have written with the teacher or other pupils.	✓Make simple additions, revisions and corrections to their own writing by: proof reading to check for errors in spelling, grammar and punctuation. ✓ Make simple additions, revisions and corrections to their own writing by: Re reading to check that their writing make sense and that verbs to indicate time are used	✓ Proof read for spelling and punctuation errors. ✓ Propose changes to grammar and vocabulary to improve consistency, including accurate use of pronouns in sentences. ✓ Access the effectiveness of their own and others' writing suggesting improvements.	✓ Proof read for spelling and punctuation errors. ✓ Propose changes to grammar and vocabulary to improve consistency, including accurate use of pronouns in sentences. ✓ Access the effectiveness of their own and others' writing suggesting improvements.	✓ Evaluate and edit by: ensuring correct subject and verb agreement when using plural and singular distinguishing between the language of speech and writing. ✓ Proof read for spelling and punctuation errors. ✓ Ensure the consistent and correct use of tense throughout a piece of writing.	✓ Evaluate and edit by: ensuring correct subject and verb agreement when using plural and singular distinguishing between the language of speech and writing. ✓ Proof read for spelling and punctuation errors. ✓ Ensure the consistent and correct use of tense throughout a piece of writing.

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			correctly and consistently. ✓ Make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils.			✓ Propose changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning. ✓ Assess the effectiveness of their own and others' writing.	✓ Propose changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning. ✓ Assess the effectiveness of their own and others' writing.
Editing writing *Key Vocabulary*							
Handwriting *Knowledge and Skills*	✓ He/She distinguishes between the different marks they make.	✓Understand which letters belong to which handwriting 'families' (letters formed in similar ways) and practise these. ✓ Form digits 0-9 ✓ Form capital letters. ✓ Begin to form lower case letters in the correct direction, starting and finishing in the right place. ✓ Sit correctly at a table, holding a pencil comfortably and correctly	✓ Use spacing between words that reflects the size of the letters. ✓ Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. ✓ 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. ✓ Form lower case letters of the correct size relative to one another.	✓Increase the legibility, consistency and quality of their handwriting eg by ensuring that downstrokes of letters are parallel and equidistant; that lines of writing are spaced. ✓ 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 eg by ensuring that downstrokes of letters are parallel and equidistant; that lines of writing are spaced. ✓ 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.	✓ Write legibly, fluently and with increasing speed by: choosing the writing implement that is best suited for a task. ✓ Write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.	✓ Write legibly, fluently and with increasing speed by: choosing the writing implement that is best suited for a task. ✓ Write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.
Handwriting *Key Vocabulary*							
Planning and drafting *Knowledge and Skills*		✓ Write sentences by: saying out load what they are going to write. ✓ Write sentences by: composing a sentence orally before writing it. ✓ Write sentences by: sequencing sentences	✓ Consider what they are going to write before beginning by: writing down ideas and or key words, including new vocabulary. ✓ consider what they are going to write before beginning by:	✓ In narratives, create settings, characters and plot. ✓ Plan writing by: discussing and recording ideas.	✓ In non-narrative material, use simple organisational devices EG headings and subheadings. ✓ In narratives, create settings, characters and plot.	✓ Use further organisational and presentational devices to structure text and to guide the reader. EG headings, bullet points) ✓ precise longer passages.	✓ Use further organisational and presentational devices to structure text and to guide the reader. EG headings, bullet points) ✓ precise longer passages.

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		for form short narratives. ✓ Write sentences by: rereading what they have written to check it makes sense.	encapsulating what they want to say. Sentence by sentence. ✓ Consider what they are going to write before beginning by: planning or saying out loud what they are going to write about.		✓ Organise paragraphs around a theme. ✓ Compose and rehearse sentences orally (including dialogue) progressively building a varied and rich vocabulary and increased range of sentences. ✓ Plan writing by: discussing and recording ideas.	✓ Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. ✓ In narratives, describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action. ✓ Use a wide range of devices to build cohesion within and across paragraphs. ✓ Noting and developing initial ideas, drawing on reading and research where necessary.	✓ Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. ✓ In narratives, describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action. ✓ Use a wide range of devices to build cohesion within and across paragraphs. ✓ Noting and developing initial ideas, drawing on reading and research where necessary.
Planning and drafting *Key Vocabulary*		✓ Start ✓ Middle ✓ End					
Grammar *Knowledge and Skills*	✓ Write short sentences in meaningful contexts	✓ Develop their understanding of the concepts by joining words and joining clauses using and.	✓ Learn how to use some of written standard English ✓ The present and past tenses currently and consistently used, including the progressive form. ✓ Sentences with different forms: statement, question, exclamation and command. ✓ Learn how to use@ subordination (using when, if that, or, because) and	✓ Use the correct form or A or An. ✓ Develop their understanding of the concepts set out in appendix 2 by: using the present form of verbs in contrast to the past tense. ✓ Extend the range of sentences with more than one clause by using a wider range of conjunctions (when, if, because and although). ✓ Choosing nouns or pronouns appropriately	✓ Use the correct form or A or An. ✓ Develop their understanding of the concepts set out in appendix 2 by: using the present form of verbs in contrast to the past tense. ✓ Extend the range of sentences with more than one clause by using a wider range of conjunctions (when, if, because and although). ✓ Choosing nouns or pronouns appropriately	✓ Develop their understanding of using the perfect form or verbs to mark relationships of time and cause. ✓ Develop their understanding of using modal verbs or adverbs to indicate degrees of possibility. ✓ Develop their understanding using relative clauses beginning with who, which, where, when, whose or that.	✓ Develop their understanding of using the perfect form or verbs to mark relationships of time and cause. ✓ Develop their understanding of using modal verbs or adverbs to indicate degrees of possibility. ✓ Develop their understanding using relative clauses beginning with who, which, where, when, whose or that.

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			coordination (using or, and or but)	for clarity and cohesion to avoid repetition. ✓ Using conjunctions, adverbs and prepositions to express time and cause.	for clarity and cohesion to avoid repetition. ✓ Using conjunctions, adverbs and prepositions to express time and cause.	✓ Use devices to build cohesion, including adverbials of time, place and number.	✓ Use passive verbs to affect the presentation of information in a sentence. ✓ Use devices to build cohesion, including adverbials of time, place and number.
Grammar *Key Vocabulary*		✓ Conjunction	✓ Present tense ✓ Past tense ✓ Subordination ✓ Coordination ✓ Statement ✓ Question ✓ Exclamation ✓ Command	✓ Clause ✓ Pronouns ✓ Adverbs ✓ Preposition for time and cause	✓ Present perfect ✓ Cohesion	✓ Modal verbs ✓ Relative clauses ✓ Cohesion ✓ Adverbials of time, place and number.	✓ Passive verbs
Spelling *Knowledge and Skills*	✓ He/she uses phonic knowledge to write words in way which match their spoken sounds. ✓ Some words spelt correctly ad some phonically plausible ✓ Segment sounds in simple words and blend them.	✓ Add prefixes and suffixes using –ing, -ed, -er and –est where no change is needed in spelling or root words. EG helping, helped, helper, eating, quicker and quickest. ✓ Add prefixes and suffixes using the prefix un- ✓ Add prefixes and suffixes using the spelling rules for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs.	✓ Add suffixes to spell longer words including, ment, ness, ful, less and ly ✓ Learning to sell more words with contracted forms. ✓ Spell by: learning that possessive apostrophe (singular) Eg the girl's book. ✓ Distinguish between homophones and near homophones. ✓ Learning to spell: common exception words. ✓ Learning new ways of spelling phonemes for which one or more spelling are already known, and learn some words with each spelling, including common homophones. ✓ Segmenting spoken words in phonemes and representing these	✓ Use the first two or three letters of a word to check its spelling in a dictionary. ✓ Use further suffixes and understand how to add them. ✓ Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals. ✓ Spell words that are often misspelt. ✓ Spell further homophones.	✓ Use the first two or three letters of a word to check its spelling in a dictionary. ✓ Use further suffixes and understand how to add them. ✓ Use further prefixes and understand how to add them. ✓ Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals. ✓ Spell words that are often misspelt. ✓ Spell further homophones.	✓ Use the first three or four letters of a word to check spelling or meaning in a dictionary. ✓ Use further prefixes and suffixes and understand the guidelines for adding them. ✓ Distinguish between homophones and other worse which are often confused. ✓ Spell some words with 'silent' letters: Eg knight, Psalm and solemn.	✓ Use the first three or four letters of a word to check spelling or meaning in a dictionary. ✓ Use further prefixes and suffixes and understand the guidelines for adding them. ✓ Distinguish between homophones and other worse which are often confused. ✓ Spell some words with 'silent' letters: Eg knight, Psalm and solemn. ✓ Use knowledge of morphology and etymology in spelling and understand that the spelling of some words need to be learnt specifically.

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			by graphemes spelling many correctly.				
Spelling *Key Vocabulary*	✓ Grapheme	✓ Prefix ✓ Suffix ✓ Plural	✓ Homophone	✓ Compound words			
Punctuation *Knowledge and Skills*		✓ Capital letters, full stops, question marks and exclamation marks to demarcate sentences.	✓ Use capital letters. full stops, question marks to demarcate sentences, commas to separate items in a list and apostrophes to mar possession.	✓ Inverted commas to punctuate direct speech.	✓ Inverted commas to punctuate direct speech; Apostrophes to mark plural possession; use commas after fronted adverbials.	✓ Use brackets, dashes or commas to indicate parenthesis, use of commas to clarify meaning or avoid ambiguity.	✓ Use of semi colon, colon and dash to mark the boundary between independent clauses, use of the colon to introduce a list.
Punctuation *Key Vocabulary*		✓ Capital letters ✓ Full stops ✓ Question marks ✓ exclamation marks	✓ Commas in a list ✓ Apostrophe	✓ Inverted commas ✓ direct speech	✓ Plural possession ✓ Fronted adverbials	✓ Parenthesis – Brackets, Dashes, commas	✓ Semi colons ✓ Colons ✓ Independent clauses
Contexts for writing *Knowledge and Skills*	✓ Writes his/her own name and others such as labels or captions.		✓ Develop positive attitudes and stamina towards writing: write for different purposes. ✓ Develop positive attitudes and stamina towards writing: write about real events. Develop positive attitudes and stamina towards writing: write narratives about personal experiences and those or others (real and fictional)	✓ Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.	✓ Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.	✓ In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed. ✓ Identify the audience for and purpose of writing, selecting the appropriate form and using other similar writing as a model.	✓ In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed. ✓ Identify the audience for and purpose of writing, selecting the appropriate form and using other similar writing as a model.
Contexts for writing *Key Vocabulary*			✓ Narrative ✓ Fiction ✓ Non-fiction	✓ Model ✓ Structure	✓ Genre ✓ Audience and purpose		
Performing writing *Knowledge and Skills*	✓ Gives meaning to marks they make, draw, writes and paints.	✓ Read aloud their writing 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 aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tones and volume so that the meaning is clear.	✓ Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tones 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.

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Performing writing *Key Vocabulary*			✓ Intonation	✓ Tone ✓ Volume ✓ Control			
Transcription *Knowledge and Skills*	✓ Writes some irregular common words. ✓ Write simple sentences which can be read by themselves and others. ✓ Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. ✓They ascribe meanings to marks that they see in different places.	✓ 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 punctuated taught so far.	✓ Write from memory simple sentences, dictated by the teacher, that include words and punctuated taught so far.		
Transcription *Key Vocabulary*		✓ Dictation ✓ Grapheme phonic correspondence ✓ Common exception word					