



English (writing) Curriculum Progression of Skills



Great Linford Primary School

2022-23

At Great Linford we believe that language and literacy are fundamental to the overall development of the child and their access to all areas of the curriculum. We aim to deliver high quality teaching in writing, and speaking and listening skills, to enable children to become confident and successful in all areas of English and beyond. We follow the National Curriculum using the Talk for Writing (T4W) approach in writing which ensures that the children have the opportunity to deepen their understanding of writing genres, unpicking the techniques and skills writers use, and the impact these have on the reader. Our spelling curriculum is underpinned by the “No Nonsense Spelling” scheme. All of what we teach is driven by our class topics though some aspects are taught discreetly when needed. The overall aim of our English curriculum is to provide engaging and purposeful lessons that are specific to the needs of the children.

Composition and Effect

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> •Write sentences by saying out loud what they are going to write about •Sequence simple sentences to form short narratives •Discuss what they have written with the teacher or other pupils •Read their writing aloud, clearly enough to be heard by their peers and the teacher 	<p>So that by the end of Year 2, children can, after discussion with the teacher:</p> <ul style="list-style-type: none"> •write simple, coherent narratives about personal experiences and those of others (real or fictional) •write about real events, recording these simply and clearly •use present and past tense mostly correctly and consistently 	<ul style="list-style-type: none"> •Purpose and audience is mostly clear and mostly sustained through the text •In narrative writing, beginnings and endings are developed •In narrative writing, settings and characters are described •In non-narrative writing, endings are related to the content and relevant detail is used to clarify information 	<ul style="list-style-type: none"> •Purpose and audience is clear and sustained through the text •Narratives include a clear plot, detailed settings and characters •Characters are developed through “show” and not “tell” techniques and settings are described with appropriate description •Resolutions and endings are developed and close the narrative appropriately, relating to the beginning or a change in a character •Non-narrative has a clear purpose and provides the reader with relevant information throughout 	<ul style="list-style-type: none"> •Children begin to independently select grammatical and structural features of writing to suit purposes and audiences across a range of genres •In narrative writing, the plot is well-developed, paced and sequenced •Characters are developed and sustained with description, dialogue and actions, and they may be used to move events forward •Settings are used to not only create atmosphere, but also to indicate a change •Writer’s, narrator’s or character’s viewpoint is consistent and controlled throughout the text •In non-narrative writing, content is well-developed and logically linked •Where appropriate, the reader is directly addressed 	<p>So that by the end of Year 6, children can write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)</p>

Structure & Organisation

- In narrative writing, short sentences are used and writing makes sense/flows.
- In non-narrative writing, simple sentences used all relate to the same subject.

- In narrative writing, longer sentences are used and writing makes sense/flows.
- In non-narrative writing, simple sentences and more longer sentences used all relate to the same subject.

- In narrative writing, sections are organised into paragraphs to support meaning
- In non-narrative writing, similar information is grouped into paragraphed sections
- In non-narratives, simple devices including headings and sub-headings guide the reader through the text

- Narrative writing is organised into clear sequences with more than a basic beginning, middle and end
- Paragraphs are used to signal a change of event, time or place
- In non-narrative texts, paragraphs have a topic sentence which introduces the content of the paragraph
- In non-narrative texts, simple devices are used to structure the writing and support the reader (e.g. headings, sub-headings, diagrams, pictures, captions, bold writing, italic writing and use of colour)

- Narrative writing is well developed, using paragraphs to mark changes of time, setting, idea or event
- Shifts in time and place are managed effectively and guide the reader through the text
- Within and across paragraphs, ideas are developed and linked using a range of devices, including fronted adverbials;
- Writing is sequential and well-ordered
- Children independently select non-narrative material so that appropriate organisational devices are used based on the text

So that by the end of Year 6, children can, in narratives, describe settings, characters and atmosphere. They can also integrate dialogue in narratives to convey character and advance the action

Grammar, Sentence Structure and Vocabulary

- Beginning to write in the past and present tense.
- Join words and clauses using some coordinating conjunctions: or, and
- Beginning to use simple adjectives to describe.
- Can use the sentence types:
 - Question
 - Statement
 - Command
- Word choices are beginning to become more adventurous and children start to carefully select them to add detail

So that by the end of Year 2, children can, after discussion with the teacher use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses

- Simple and compound sentences are used accurately
- Sentence openings are varied
- Expressing place, time, manner and cause by using:
 - Conjunctions
 - Adverbs
 - Prepositions
- Beginning to use a variety of subordinating conjunctions
- Word choices are beginning to become more adventurous and children start to carefully select them to add detail
- Detail is added by the expansion of noun phrases
- Present and past tense are used appropriately and almost consistently with use of progressive forms
- Use of first and third person mostly sustained
- Pronouns are used to avoid repetition and may also support cohesion across the text
- Becoming more accurate using “a” or “an”

- Compound sentences use effectively to convey clear and detailed information
- Complex sentences used and punctuated mostly accurately
- Adverbials are used to show:
 - Place
 - Time
 - Manner
- Sentences are often opened in different ways to create effects
- Detail is added with noun phrases which are expanded before and after the noun with adjectives, prepositional phrases and adverbial phrases
- Details mostly add interest, create effects and engage the reader
- Direct speech adds to a narrative without being overused or ‘list-like’
- A range of different verbs are often chosen to describe or to show and not tell
- Words are mostly selected deliberately and carefully, including specific and technical vocabulary
- Present and past tense are used appropriately and consistently with use of progressive forms
- Use of first and third person sustained
- Pronouns are used to avoid repetition and also support cohesion across the text
- Mostly correct use of “a” or “an” and understand the term articles

- Simple, compound and complex sentences used to extend meaning and add variety and interest as appropriate and for the purpose and audience of the writing; this includes the way sentences are started
- Information is added by using:
 - Relative clauses
 - Parenthesis
- Expanded phrases and clauses are used to add information or detail
- Word choices are selected for deliberate effect and used with thoughtfulness and precision
- Begin to use speech to convey character and move on the action
- Modal verbs used to indicate certainty or possibility and to position an argument
- Uses adverbs to indicate degrees of possibility
- Nearly always correct use of “a” or “an” and understand the term articles

So that by the end of Year 6, children can select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (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). They can confidently use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs. Furthermore, they will use verb tenses consistently and correctly throughout their writing

Punctuation	<ul style="list-style-type: none"> •Leave spaces between words •Secure use of: <ul style="list-style-type: none"> ○ Capital letters ○ Full stops •Beginning to use (but not always accurate): Question marks •Exclamation marks •Beginning to use capitals for (but not always accurate): <ul style="list-style-type: none"> ○ Names ○ Places ○ Days of the week ○ Personal pronoun "I" •Showing an awareness of the Year One grammar terminology: letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark. 	<p>So that, by the end of Year 2, children can demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required.</p>	<ul style="list-style-type: none"> •Punctuation to mark the ends of sentences is mostly accurate •Capital letters used accurately for proper nouns •Apostrophes for contractions are mostly used correctly •Inverted commas are being used to punctuate the start and end of direct speech •Commas are used sometimes to mark prepositions of time at the start of a sentence •Commas are used in a list 	<p>The majority of sentences are correctly demarcated</p> <ul style="list-style-type: none"> •Commas are consistently used for fronted adverbials and subordination •Apostrophes for plural possession are used with accuracy •Capital letters consistently used accurately for proper nouns •Apostrophes for contractions are consistently used accurately •Inverted commas and the punctuation within them are used mostly correctly 	<p>Nearly all sentences are correctly demarcated (continuation from Year 4)</p> <ul style="list-style-type: none"> •Inverted commas and punctuation within them are consistently accurate •Commas are used to separate clauses and phrases to clarify meaning •Commas sometimes used to avoid ambiguity •Brackets, dashes or commas are used accurately to indicate parenthesis •Colon used to introduce a list •Beginning to use hyphens correctly 	<p>So that, by the end of Year 6, children can use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)</p>
Drafting,	<ul style="list-style-type: none"> •Write sentences by saying out loud what they are going to write about •Re-read what they have written to check that it makes sense •After discussion with a teacher, children can make simple corrections to work. 	<ul style="list-style-type: none"> •Write sentences by saying out loud what they are going to write about •Re-read what they have written to check that it makes sense •After discussion with a teacher, children can make simple corrections to work. 	<ul style="list-style-type: none"> •Writing is proof read with some adult support to check for inaccuracies in spelling, grammar and punctuation with developing precision •Improvements and changes are made following discussion or marking 	<ul style="list-style-type: none"> •Writing is proof read independently for SPaG accuracy; amendments that focuses on impact are made in discussion with the Class Teacher •Drafting, re-drafting and editing process is used independently to make improvements to writing 	<ul style="list-style-type: none"> •Writing is proof-read independently for accuracy and amendments made; process is focused on impact and effect •When working on a final or best piece, drafting, re-drafting and editing processes are used independently to make improvements to writing 	<ul style="list-style-type: none"> •Writing is proof-read independently for accuracy and amendments made; process is focused on impact and effect •When working on a final or best piece, drafting, re-drafting and editing processes are used independently to make improvements to writing focusing on audience impact

Spelling and handwriting

- Name the letters of the alphabet - use letter names to distinguish between alternative spellings of the same sound
- Spell some common exception words.
- Spell the days of the week
- Spell words containing each of the 40+ phonemes already taught
- Use s and es to create plurals
- Use prefix un-
- Using suffixes -ing, -ed, -er and est where no change is needed.
- Write from memory simple sentences dictated by the teacher that include words using the GPCS and common exception words taught so far.
- form capital letters
- form digits 0-9

- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
- spell many common exception words*
- form 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.

- Year 3 spelling rules, patterns and exception words are used with accuracy
- Diagonal and horizontal strokes are used to join letters as appropriate
- All letters and digits are the correct size, orientation and relationship to one another

- Year 4 spelling rules, patterns and exception words are used with accuracy
- Diagonal and horizontal strokes are used to join letters as appropriate (not capitals)
- Developing fluent, joined handwriting

- Year 5 spelling rules, patterns and exception words are used with accuracy
- Handwriting is legible and fluent, including appropriate choice of letter shape and whether or not to join letters
- Fluent legible style developing

So that, by the end of Year 6, children can spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary

- maintain legibility in joined handwriting when writing at speed.

Greater Depth

For Greater Depth objectives, please see the “rationale” behind the objective in your writing assessment grids.

- Sequence simple sentences and compound sentences to form short narratives
- Re-reading work to ensure it makes sense and independently making changes.
- Beginning to use adjectives and subject vocabulary that is ambitious beyond their year group. lessons with increasing independence.)

- The pupil can, after discussion with the teacher:
 - write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
 - make simple additions, revisions and proof-reading corrections to their own writing
 - use the punctuation taught at key stage 1 mostly correctly^
 - spell most common exception words*
 - add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)*
 - use the diagonal and horizontal strokes needed to join some letters.

- To describe characters and settings using effective similes and metaphors, creating the desired impact for the reader. Writing demonstrates an attempt to use the most effective imagery (e.g. the boy is as big as a sky scraper vs the boy towered over me like a gorilla).
 - Spells all words from the Year 3 common exception list correctly.
 - Spells all the Year 3 homophones correctly.
 - Uses inverted commas consistently around what the speaker has said with some speech punctuated consistently correctly with capital letters, end punctuation (in the correct place) and using a new line for a new speaker.
 - Handwriting is joined and letter sizes are consistent.
 - Some use of further organisational devices to structure text and guide the reader

- Uses a range of fronted adverbials to achieve an effect on the reader- without being support by a word bank/ prompt sheet.
 - Handwriting is becoming more fluent and developing in speed (child can write at length with consistent size, legibility and joined).
 - Paragraphs- the order and content of paragraphs is controlled to create an overall effect (e.g. flash back, starting a story with the ending, etc)
 - Consistent spelling of all Y3 and 4 spelling list words and Y3 and 4 homophones.
 - Some evidence of the child integrating characters and settings through the plot confidently using figurative language and devices.
 - Effective use of dialogue to advance action/ narrative, dialogue and narrative are well balanced.

- Spells all year 5 and many Year 6 common exception words correctly.
 - Spells most words that use the following word endings correctly. (cious, tious, cial, tial, ance/ancy, ent, ence/ency, able/ably, ible,ibly).
 - Handwriting is consistently joined, fluent and regular in size. There is some evidence that the child is starting to develop their own writing style e.g. choosing which letters to join.
 - Effectively chooses and writes correctly punctuated relative clauses, brackets and dashes across a piece of writing focusing on the impact on the reader.
 - The child mostly integrates characters, settings and atmosphere through the plot confidently using a range of effective figurative language and devices.

- 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 (e.g. literary language, characterisation, structure)
 - distinguish between the language of speech and writing and choose the appropriate register
 - exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
 - use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.

EYFS

ELG Writing Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

Moving and Handling	Writing	Being imaginative	Spelling	G&P
<ul style="list-style-type: none"> ● Begins to form recognisable letters. ● Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. ● Handles tools, objects, construction and malleable materials safely and with increasing control. ● Shows a preference for a dominant hand. ● Begins to use anticlockwise movement and retrace vertical lines 	<ul style="list-style-type: none"> ● Gives meaning to marks they make as they draw, write and paint. ● Begins to break the flow of speech into words. ● Continues a rhyming string. ● Hears and says the initial sound in words. ● Can segment the sounds in simple words and blend them together. ● Links sounds to letters, naming and sounding the letters of the alphabet. ● Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. ● Writes own name and other things such as labels, captions. ● Attempts to write short sentences in meaningful contexts. 	<ul style="list-style-type: none"> ● Introduces a storyline or narrative into their play ● Create simple representations of events, people and objects. 	<ul style="list-style-type: none"> ● Know the terms: ● Letter ● Phoneme ● Grapheme ● Syllable ● Words are spelt correctly and others are phonetically plausible. ● Write some irregular common words 	<ul style="list-style-type: none"> ● Punctuation: ● Full stops ● Capital letters ● Grammar: ● Determiners (the a my your an this that his her their some all) ● Prepositions (up down in into out to onto) ● Adjectives (e.g. old, little, big, small, quiet) ● Adverbs (luckily, slowly, quickly) ● Noun (knowing that naming words are objects, things or people) ● Can write a sentence which can be read by themselves and others. ● Compound sentences using connectives (coordinating conjunctions) and / but

Spelling Appendix:

<p>1.0 Phase 2 High Frequency Words: a, an, as, at, and, back, big, but, can, dad, had, get, got, him, his, if, in, is, it, mum, not, on, of, off, up Tricky Words: the, no, to, into, go, I</p> <p>Phase 3 look, see, that, them, this, then, too, will, with Tricky words: be, he, me, she, was, we, you</p> <p>Prefix un (i.e. unhappy)</p> <p>Common exception words: Read and Spell the, a, do, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our</p> <p>Phase 3 (EYFS) down, for, now, that, them, this, Tricky words: all, are, her, my, they</p> <p>Phase 4: went, children, it's, just, from, help Tricky words: come, do, have, like, little, one, out, said, so, some, there, were, what, when</p> <p>Phase 5: don't, day, old, made, I'm, came, by, make, time, here, saw, house, very, about Tricky words: Oh, their, people, Mr, Mrs, looked, called, asked, could</p>	<p>2.0 To read and spell</p> <ul style="list-style-type: none"> • dge or ge phoneme at the ends of words • s phoneme, spelt 'c' (soft c) • n phoneme, spelt 'kn' and 'gn' • r phoneme, spelt 'wr' • l phoneme, spelt 'le' at the ends of words • l phoneme, spelt 'el' • l phoneme, spelt 'al' • Words ending 'il' • -y (long 'i' phoneme) at the ends of words • adding -es to nouns and verbs ending in -y • adding -ed, -ing, -er and -est to a root word • ending in -y with a consonant before it. • adding -ing, -ed, -er -est and -y to words • ending in -e, with a consonant before it. • adding -ing, -ed, -er, -est and -y to words of • the phoneme spelt ar after w • suffixes -ment, -ness, -ful, -less and -ly • Contractions • Possessive apostrophe – singular nouns • -tion • Homophones and near- homophones <p>Common exception words (read and spell) door, floor, poor because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass,</p>
<p>Appendix 3.0 Spellings rules to be taught:</p> <ul style="list-style-type: none"> • Prefixes un, mis, re and dis • 'ei' (vein), 'eigh' (eight), 'aigh' (straight) or 'ey' (they) • Homophones (brake/break, grate/great, eight/ate, weight/wait, son/sun) • The /I/ sound spelt 'y' • Words with the /ʃ/ sound spelt 'ch' (mostly French in origin) as well as 's', 'ss(ion/ure)' • Suffixes '-less', '-ness', '-ful' • and '-ly' 	<p>Appendix 4.0 Know spellings with following rules:</p> <ul style="list-style-type: none"> • possessive apostrophe with singular proper nouns • Prefixes 'in-', 'il-', 'im-' and 'ir-' • Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-er', '-en', '-ed') • The /g/ sound spelt 'gu' • Homophones (scene/seen, mail/male, bawl/ball) • Endings that sound like /ʃən/ spelt '-cian', '-sion', '-tion' and '-ssion'

Appendix 5.0

Spellings including:

- Homophones (cereal/serial, father/farther, guessed/ guest, morning/mourning, who's/whose)
- Suffixes: '-ous', '-ing', '-ed', '-es' or '-ies',
- Sound 'graph' i.e. graphic
- 'cei' sound i.e. ceiling

Words on year 5 and 6 statutory list contained within NNS Y5

Appendix 6.0

Most words on KS2 statutory word list.