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| **St Gregory’s Writing Progression** | | | | | | |
| Spelling | | | | | | |
| **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| Hears and says the initial sound in words.  Links sounds to letters, naming and sounding the letters of the alphabet.  Use their phonic knowledge to write words in ways which match their spoken sounds.  Some words are spelt correctly and others are phonetically plausible.  Write some irregular common words. | Spell words containing each of the 40+ phonemes taught so far.  Spell common exception words.  Spell days of the week.  Use the spelling rule for adding –s or –es for plural nouns.  Use the prefix –un.  Use –ing, -ed, -er and –est where no change is needed in the spelling of the root word.  Apply spelling rules and guidance, as listed in English Appendix 1.  Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. | Segment spoken words into phonemes and representing these by graphemes, spelling many correctly.    Learn 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.  Learn to spell common exception words.  Distinguish between homophones and near-homophones.  Use the possessive apostrophe (singular).    Spell more words with contracted forms.  Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly.  Apply spelling rules and guidance, as listed in English Appendix 1. | Spell further homophones.  Spell words that are often misspelt (English 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.  Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. | Spell further homophones.  Spell words that are often misspelt (English 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.  Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. | 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 English Appendix 1.  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 a thesaurus. | 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 English Appendix 1.  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 a thesaurus. |
| Handwriting | | | | | | |
| Gives meaning to marks they make as they draw, write and paint. | 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. | Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters.  Choose the writing implement that is best suited for a task. | Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters.  Choose the writing implement that is best suited for a task. |
| Planning, drafting and editing writing | | | | | | |
| Begins to break the flow of speech into words.  Can segment the sounds in simple words and blend them together.  Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.  Writes own name and other things such as labels and captions.  Attempts to write short sentences in meaningful contexts  Write simple sentences which can be read by themselves and others.  Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.  Introduces a storyline or narrative into their play.  They develop their own narratives and explanations by connecting ideas or events. | Say out loud what they are going to write about.  Compose a sentence orally before writing it.    Sequence sentences to form short narratives.  Re-read what they have written to check that it makes sense.  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. | Write narratives about personal experiences and those of others (real and fictional).  Write about real events.  Write for a range of different purposes.  Plan or say out loud what they are going to write about.  Write down ideas and/ or key words, including new vocabulary.  Evaluate their writing with the teacher and other pupils.  Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently.  Proofread to check for errors in spelling, grammar and punctuation.  Read aloud what they have written with appropriate intonation to make the meaning clear. | Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.  Discuss and record ideas.  Compose and rehearse sentences orally progressively building a varied and rich vocabulary and an increasing range of sentence structures.  Organise paragraphs around a theme.  In narratives, create settings, characters and plot.  In non-narrative material, use simple organisational devices (headings/subheadings).  Assess the effectiveness of their own and others’ writing and suggest improvements.  Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.  Proofread for spelling and punctuation errors.  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. | Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.  Discuss and record ideas.  Compose and rehearse sentences orally progressively building a varied and rich vocabulary and an increasing range of sentence structures.  Organise paragraphs around a theme.  In narratives, create settings, characters and plot.  In non-narrative material, use simple organisational devices.  Assess the effectiveness of their own and others’ writing and suggest improvements.  Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.  Proofread for spelling and punctuation errors.  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. | Identify 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, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed.  Note and develop initial ideas, drawing on reading and research where necessary.  Select 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.  Use further organisational and presentational devices to structure text and to guide the reader.  Assess the effectiveness of their own and others’ writing.  Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.  Ensure the consistent and correct use of tense throughout a piece of writing.  Proofread for spelling and punctuation errors. | Identify 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, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed.  Note and develop initial ideas, drawing on reading and research where necessary.  Select 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.  Use further organisational and presentational devices to structure text and to guide the reader.  Assess the effectiveness of their own and others’ writing.  Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.  Ensure the consistent and correct use of tense throughout a piece of writing.  Proofread for spelling and punctuation errors. |
| Grammar and Punctuation | | | | | | |
| They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. | Join words and clauses using “and”.  Use regular plural noun suffixes (-s, -es).  Use verb suffixes where root word is unchanged (-ing, -ed, -er).  Use the prefix –un to change meaning of adjectives/adverbs.  Combine words to make sentences, including using and.  Sequencing sentences to form short narratives.  Separate words with spaces.  Demarcate sentences using a full stop, question mark or exclamation mark.  Use capital letters for names and the pronoun “I”. | Sentences with different forms: statement, question, exclamation, command.  Use the present and past tenses correctly and consistently including the progressive form.  Subordinating conjunctions (using when, if, that, or because) and coordinating conjunctions (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.  Use expanded noun phrases to describe and specify. | Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.  Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.  Use conjunctions, adverbs and prepositions to express time and cause (and place.)  Use 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'.  Use direct speech and punctuate this with inverted commas. | Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.  Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.  Use fronted adverbials and commas after fronted adverbials.  Know the difference between plural and possessive –s.  Standard English verb inflections (I did vs I done).  Expanded noun phrases, including with prepositions.  Appropriate choice of pronoun or noun to create cohesion.  Indicate possession by using the possessive apostrophe with singular and plural nouns.  Use and punctuate direct speech (including punctuation within and surrounding inverted commas). | Use expanded noun phrases to convey complicated information concisely.  Use modal verbs or adverbs to indicate degrees of possibility.  Use the perfect form of verbs to mark relationships of time and cause.  Use relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun.  Convert nouns or adjectives into verbs.  Use devices to build cohesion, including adverbials of time, place and number.  Use commas to clarify meaning or avoid ambiguity in writing.  Use brackets, dashes or commas to indicate parenthesis. | Use expanded noun phrases to convey complicated information concisely.  Use modal verbs or adverbs to indicate degrees of possibility.  Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.  Use passive verbs to affect the presentation of information in a sentence.  Use the perfect form of verbs to mark relationships of time and cause.  Recognise differences in informal and formal language.  Synonyms and antonyms.  Use further cohesive devices such as grammatical connections and adverbials.  Use of ellipsis. |