



## PROGRESSION IN WRITING



King's Meadow Academy

King's Meadow Academy

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|----------------|
| <b>Date</b>    |
| September 2020 |

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|-----------------------|
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This document aims to give guidance on the progression of writing knowledge, skills and techniques across the year groups.

It can also be used to differentiate work, and expectations, appropriately for pupils working above and below age-related expectations (particularly SEND pupils and GD pupils).

Potential GD pupils should also be encouraged to write more widely (in terms of book types, genres and authors), independently and freely and be expected to make comparisons between the wider range of books that they read.

Their increasingly varied reading choices, critical thinking and in-depth evaluation of the texts they read should be evident in their Reading Records and Reading Journals.

In English, like all other subjects, we recognise the importance of the 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 writing books, in order to ensure that writing opportunities are as effective as possible and that pupils progress throughout the year and across year groups during their writing experiences in school:

### King's Meadow Academy Writing Sequence

Read a good quality text, appropriate in age and content, check understanding



Analyse texts studied in terms of structure and language



Study learn about and practise relevant grammatical and vocabulary-based skills



Shorter writing composition opportunities and activities to respond to model text following the process of substitution - innovation - invention



Teacher modelled writing



Plan and create longer pieces of writing .



Editing and Improving writing (including re-drafting where appropriate)

### Meta-cognition in Writing

|                                      |   |
|--------------------------------------|---|
| <b>Activating prior knowledge</b>    | The teacher discusses with children the learnt strategies and content in previous reading lessons   |
| <b>Explicit strategy instruction</b> | The teacher explicitly explains how to organise their ideas, with the emphasis on the cognitive strategy 'cause and effect' model' to help them organise and plan |
| <b>Modelling of learned strategy</b> | Use initial notes to model one part of the strategy   |
| <b>Memorisation of strategy</b>      | The teacher tests if pupils have memorised the key aspects of the strategy through questions and discussions  |
| <b>Guided practice</b>               | The teacher models one further example with the whole group, with pupils verbally contributing ideas  |
| <b>Independence practice</b>         | Pupils complete their own task  |
| <b>Structured reflection</b>         | The teacher encourages pupils to reflect on how appropriate the model was, how successfully they applied it, and how they might use it in the future.             |

## Contents Page



King's Meadow  
Academy



King's Meadow  
Academy

|   |                  |
|---|------------------|
| <b>Transcription</b><br>Writing from memory<br>Spelling   | <b>Page 3</b>    |
| <b>Handwriting</b>  | <b>Page 4</b>    |
| <b>Composition</b><br>Planning by writing:<br>Draft and write by<br>Evaluate and Edit<br>Proof read     | <b>Page 5-6</b>  |
| <b>Vocabulary, Grammar and Punctuation</b><br>Word<br>Sentence<br>Text<br>Punctuation<br>Key Vocabulary | <b>Page 7-8</b>  |
| <b>Spelling</b><br>Revision<br>Phonemes<br>Word endings<br>Prefix<br>Suffixes<br>Developing spelling    | <b>Page 9-10</b> |

## TRANSCRIPTION

|                            | EYFS                        | Year 1   | Year 2  | Year 3   | Year 4 | Year 5  | Year 6 |
|----------------------------|-----------------------------|--|---|--|--------|---|--------|
| <b>WRITING FROM MEMORY</b> | Name<br>Numbers             | Common exception words<br>Days of the week<br>Simple sentences dictated by the teacher | Common exception words<br>Words with contracted forms<br>Simple sentences dictated by the teacher that include words using 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   |        |   |        |
| <b>SPELLING</b>            | Tricky high frequency words | Tricky high frequency words  | Segmenting spoken words in to phonemes and represent these using graphemes, spelling many correctly<br>Learn new ways of spelling phonemes for which one or more spellings is already known<br>Learn to use the possessive apostrophe for singular nouns<br>Distinguish between homophones and near homophones<br>Add suffixes to spell longer words including -ment, -ness, -ful, -less, -ly<br>Apply spelling rules and guidance (see English appendix 1) | Use further prefixes and suffixes and understand how to add them<br>Spell further homophones<br>Spell words that are often misspelt<br>Place the possessive apostrophe accurately in words with regular plurals (for example girls', boys') and in words with irregular plurals (for example children's)<br>Use the first two or three letters of a word to check its spelling in a dictionary |        | Use further prefixes and suffixes and understand the guidance for adding them<br>Spell some words with 'silent' letters (eg. knight, psalm, solemn)<br>Continue to distinguish between homophones and other words which are often confused<br>Use knowledge and morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically (see appendix 1)<br>Use dictionaries to check spelling and meaning of words<br>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary<br>Use a thesaurus |        |

## HANDWRITING

|  | EYFS  | Year 1  | Year 2  | Year 3   | Year 4 | Year 5 | Year 6 |
|--|---|---|---|--|--------|--------|--------|
|  | <p>Holds pencil with an effective tripod grip, using dominant hand, and holds paper with other hand</p> <p>Writes recognisable letters with control</p> | <p>Sit in correct position for writing holding a pencil comfortably and correctly</p> <p>Form lower case letters in the correct direction starting and finishing in the right places</p> <p>Form capital letters</p> <p>Form digits 0 – 9</p> <p>Understand which letters belong to which 'families' and practise these</p> | <p>Form lower case letters of the correct size relative to one another</p> <p>Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters are best left un-joined</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p> <p>Use spacing between words that reflects the size of the letters</p> | <p>Use diagonal and horizontal strokes that are needed to join letters and understand which letters are best left un-joined</p> <p>Increase the legibility, consistency and quality of their handwriting</p> |        |        |        |

## COMPOSITION

|                              | EYFS  | Year 1   | Year 2   | Year 3   | Year 4 | Year 5   | Year 6 |
|------------------------------|---|--|--|--|--------|--|--------|
| <b>Plan writing by:</b>      | Begin to compose simple sentences orally before writing them  | Compose sentences orally before writing them   | Consider what they are going to write before they begin by<br>Planning or saying aloud what they are going to write about, write down ideas / key words and new vocabulary   | Discuss writing that is similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar<br>Discussing and recording ideas<br><br>Assessing the effectiveness of their own and others' writing and suggest improvements<br><br>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences |        | Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own<br>Noting and developing initial ideas, drawing on reading and research where necessary<br>In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed   |        |
| <b>Draft and write by:</b>   | Write sentences by saying out loud what they are going to write<br>Retell key fairy stories and traditional tales verbally<br>Make up stories with others, making up plays, puppet shows or short films | Write sentences by saying out loud what they are going to write<br>Sequence sentences to form short narratives | Encapsulate what they want to say sentence by sentence<br>Write narratives about personal experience and those of others (real and fictional)<br>Write about real events<br>Writing poetry<br>Write for different purposes | Composing and rehearsing sentences orally (incl. dialogue) progressively building a varied and rich vocabulary and an increasing range of sentence structures<br>Organising paragraphs around a theme<br>In narratives, creating settings, characters and plots<br>In non-narrative material, use simple organisational devices (eg. headings and sub-headings)  |        | Selecting appropriate grammar and vocabulary, understanding how such choice can change and enhance meaning<br>In narratives, describe settings, character and atmosphere and integrate dialogue to convey character and advance the action<br>Precising longer passages<br>Using a wide range of devices to build cohesion within and across paragraphs<br>Using further organisational and presentational devices to structure text and to guide the reader (for example headings, bullet points and underlining) |        |
| <b>Evaluate and edit by:</b> | Write a sentence that can be read back with some HFW spelt correctly  | Re-read what they have written to check it makes sense   | Make additions, revisions and corrections to their own writing <b>give ways of doing this??</b>  | Assessing the effectiveness of their own and others' writing and suggest improvements<br>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences   |        | Assessing the effectiveness of their own and others' writing<br>Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning<br>Ensure the consistent and correct use of tense throughout a piece of writing<br>Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register   |        |

|                   |  |  |  |  |  |
|-------------------|--|--|--|--|--|
| <b>Proof-read</b> |  |  |  | Proof-read for spelling and punctuation errors<br>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling tone and volume so that the meaning is clear | Proof read for spelling and punctuation errors<br>Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear |
|-------------------|--|--|--|--|--|

**VOCABULARY, GRAMMAR AND PUNCTUATION – From English Appendix 2**

|                 | <b>EYFS</b>   | <b>Year 1</b>  | <b>Year 2</b>  | <b>Year 3</b>   | <b>Year 4</b>  | <b>Year 5</b>  | <b>Year 6</b>   |
|-----------------|---|--|--|---|--|--|---|
| <b>WORD</b>     | CVC words   | Use -s or -es as a suffix to make regular nouns in to plurals<br>Add suffixes to a verb where no change is needed to the spelling of the root word<br>Add the prefix un- to change the meaning of verbs and adjectives | Use the suffixes -ness and -er to create nouns<br>Understand how compound words are made (superman)<br>Use the suffixes -ful and -less to create adjectives<br>Use the suffixes -er and -est to create comparative adjectives<br>Use -ly to create an adverb | Form nouns using a range of prefixes (super- anti- auto-)<br>Use a and an correctly based on whether the next word begins with a consonant or a vowel<br>Look at word families based on common words understanding how they are related in form and meaning | Grammatical difference between plural and possessive -s<br>Use Standard English for verb inflections Eg. <i>we were</i> instead of <i>we was</i>               | Convert nouns and adjectives into verbs using suffixes -ate, -ise, -ify<br><br>Verb prefixes dis- de- mis- over- and re-   | The difference between informal and formal speech / writing (find out / discover)<br><br>How words are related by meaning as synonyms and antonyms (big, large, little)   |
| <b>SENTENCE</b> | Write a sentence in the right order, holding words and phonemes | Leave spaces between words<br>Join words and phrases using 'and'   | Subordinating conjunctions (when, if, that, because)<br>Co-ordinating conjunctions (or, but, and)<br>Use expanded noun phrases for description and specification<br>Identify sentences as statement, question, exclamation or command                        | Express time, place and cause using conjunctions (when, before, after, while, so, because)<br>Adverbs (then, next, soon, therefore)<br>Prepositions (before, after, during, in, because of)   | Expanded noun phrases<br>To modify adjectives, nouns and prepositional phrases<br>Use fronted adverbials   | Use relative pronouns who, which, where, when, whose, that<br><br>Indicate degrees of possibility using adverbs (perhaps, surely) or modal verbs (might, should, will, must) | Use the passive voice to present information<br><br>Understand the difference between structures in informal and formal contexts for speech and writing eg. question tags and the subjunctive form  |
| <b>TEXT</b>     |   | Sequence sentences to make short narratives  | Correct and consistent use of past and present tense through their writing<br>Use the progressive form of verbs in the present and past tense showing actions in progress  | Use paragraphs as a way to group related materials<br>Use headings and sub-headings to aid presentation<br>Use the present perfect form of verbs ( <i>He has gone out to play</i> rather than <i>He went out to play</i> )                                  | Use paragraphs to organise ideas around a theme<br><br>Appropriate choice of pronoun and noun within and across sentences to aid cohesion and avoid repetition | Use devices to build cohesion within a paragraph (then, after, that, this, firstly)<br><br>Link paragraphs using adverbs of time, place, number                              | Link ideas across a paragraph using a wider range of cohesive devices eg. repetition of word / phrase, use of adverbial (on the other hand) and ellipsis<br><br>Use layout devices to structure a text – headings, sub-headings, columns, bullet points or tables |

|                              |  |  |   |  |  |  |  |
|------------------------------|--|--|---|--|--|--|--|
| <p><b>PUNCTUATION</b></p>    | <p>Know what a capital letter, finger spaces and a full stop are</p> | <p>Punctuate a sentence using a CL . ? or !<br/>Use CL for names of people, places, days of the week and pronoun 'I'</p> | <p>Use CL FS ? and ! to demarcate sentences<br/>Use commas to separate items in a list<br/>Use apostrophes where letters are missing in spelling and to show singular possession in nouns</p> | <p>Use inverted commas to punctuate direct speech</p>  | <p>Use of appropriate punctuation to punctuate direct speech<br/><br/>Use apostrophes to mark plural possession<br/><br/>Use a comma after a fronted adverbial</p> | <p>Use brackets, dashes and commas to indicate parenthesis<br/><br/>Use commas to clarify meaning or avoid ambiguity</p> | <p>Use semi-colon, colon and dash to mark the boundary between independent clauses<br/><br/>Use the colon to introduce a list and use semi colons within lists<br/><br/>Use bullet points to list information<br/><br/>Understand how hyphens can be used to avoid ambiguity</p> |
| <p><b>KEY VOCABULARY</b></p> |  | <p>Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</p> | <p>Noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present)<br/>Apostrophe, comma</p>                                   | <p>Preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter</p> | <p>Determiner, pronoun, possessive pronoun, adverbial<br/><b>(time, place, manner)</b></p>   | <p>Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</p>                    | <p>Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi colon, bullet points</p>  |



**SPELLING**  
*(appendix 1)*

|                     | EYFS                              | Year 1  | Year 2   | Year 3  | Year 4  | Year 5                                    | Year 6                                  |
|---------------------|-----------------------------------|---|--|---|---|---|---|
| <b>REVISION</b>     | High Frequency words<br>CVC words | All the letters of the alphabet and the sounds they most commonly represent<br>Consonant digraphs<br>Vowel digraphs<br>The process of segmenting words in to sounds before choosing graphemes to represent the sounds<br>Words with adjacent consonants<br>Rules which have been taught | Revision of Year 1 work                              | Revision of Year 1 and 2  | Revision of Year 1 /2 and 3   | Revision of all previous years            |   |
| <b>PHONEMES</b>     | All single phonemes               | /ff/ll/ss/zz/ck/nk/-tch/v/ai/oi/ay/oy/<br>a-e/e-e/i-e/o-e/u-e/<br>ar/ee/ea/er/ir/ur/oo/oa<br>/oe /ou/ow/ue/ ew/<br>ie/igh/or/<br>ore/aw/au/air/ear/<br>are/ph/<br>k   | /ge/dge/j/c(s<br>sound/kn/wr/ll/o(u<br>sound)/qu     | /y (not at the end of words)/ou/<br>/ch (sounds like k/sh)  | Gue (sounds like g)<br>Sc (sound s)<br>Ei/eigh/ey (sounds like letter name a)                           | Ei (after c)<br>Silent letters            | ough                                    |
| <b>WORD ENDINGS</b> |                                   | /y/s/es/-ing/-ed/er/est/  | -le/-el/-al/-il/-y/-es/-y/-ed/-ing/-er/-est/-ey/tion | -sure/-ture/-tch/er/-sion/-tion/-   | ssion/cian  | -cious/-tious/-cial/-ant/-ance/-ancy/-ent | -ency/-ence/-able/-ible/<br>-ably/-ibly |
| <b>PREFIX</b>       |                                   | /un/  |  | /in/dis/mis/in/im/re/<br>Sub/   | inter/super/anti<br>/auto/  |   |   |
| <b>SUFFIXES</b>     |                                   |   | -ment/-ness/-ful/-less/-ly                           | Add suffixes at the beginning with vowel letters to words of more than one syllable<br>/-ation/-ly/-ous | Add suffixes at the beginning with vowel letters to words of more than one syllable<br>/-ation/-ly/-ous | -fer/                                     |   |

|                                   |  |  |   |  |  |   |  |
|-----------------------------------|--|--|---|--|--|---|--|
| <p><b>DEVELOPING SPELLING</b></p> |  | <ul style="list-style-type: none"> <li>• Beats in spoken words (syllables)</li> <li>• Join two words together</li> <li>• Compound words</li> <li>• Common exception words</li> </ul> | <ul style="list-style-type: none"> <li>• Contractions</li> <li>• Possessive apostrophe</li> <li>• Homophones/near homophones</li> </ul> | <ul style="list-style-type: none"> <li>• Possessive apostrophe with plural sounds</li> <li>• Homophones/near homophones</li> </ul> | <ul style="list-style-type: none"> <li>• Possessive apostrophe with plural sounds</li> <li>• Homophones/near homophones</li> </ul> | <ul style="list-style-type: none"> <li>• Use of the hyphen</li> <li>• Homophones and other words that are confused: <ul style="list-style-type: none"> <li>• <i>ce/se/</i></li> <li>• <i>affect/effect</i></li> <li>• <i>bridal/bride</i></li> <li>• <i>desert/dessert</i></li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Use of the hyphen</li> <li>• Homophones and other words that are confused: <ul style="list-style-type: none"> <li>• <i>Ascent/assent</i></li> <li>• <i>Cereal/serial</i></li> <li>• <i>Compliment/complement</i></li> <li>• <i>draft/draught</i></li> </ul> </li> </ul> |
|-----------------------------------|--|--|---|--|--|---|--|