



WRITING PROGRESSION – CURRICULUM 2014

Year R Writing

Composition	Spelling	Handwriting	Grammar, Punctuation, Vocabulary
<p>EXPERIENCES – talk about stories and experiences showing awareness of listener</p> <ul style="list-style-type: none"> - develop own narratives and explanations by connecting ideas and events <p>PLANNING – make simple story maps and add captions and labels</p> <p>READ ALOUD – tell and perform simple stories</p>	<ul style="list-style-type: none"> - learn a range of phonemes - apply to simple CVC words - use phonic knowledge to spell words - spell some irregular common words correctly - write simple rhyming strings, following pattern 	<ul style="list-style-type: none"> - sit correctly at a table - use writing tools effectively - begin to form letters using the exit flick - recognise and write letters in own name. 	<ul style="list-style-type: none"> - use capital letter for start of name and for 'I' - leave spaces between words

Year 1 Writing

Composition	Spelling	Handwriting	Grammar, Punctuation, Vocabulary
<p>EXPERIENCES - develop sentence writing.</p> <p>PLANNING - say out loud what they are - going to write about.</p> <p>DRAFTING - compose a sentence orally before writing it - sequence sentences to form short narratives</p> <p>EDITING - re-read what they have written to check that it makes sense</p> <ul style="list-style-type: none"> - discuss what they have written with the teacher or other pupils <p>READ ALOUD their writing, clearly enough to be heard by their peers and the teacher.</p>	<ul style="list-style-type: none"> - spell words containing each of the 40+ phonemes already taught - spell common exception words - spell the days of the week - name the letters of the alphabet in order - use letter names to distinguish between alternative spellings of the same sound - add prefixes and suffixes: - use the spelling rule for adding s or es as the plural marker for nouns and third person singular marker for verbs. - use the prefix un - use – ing, – ed, – er and – est where no change is needed in the spelling of root words [ie, helping, helped, helper, eating, quicker, 	<ul style="list-style-type: none"> - 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' (ie, letters that are formed in similar ways) and to practice these. 	<ul style="list-style-type: none"> - use and apply understanding of concepts set out in Appendix 2 - leave spaces between words - join words and clauses using and - begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark - - use a capital letter for names of people, places, the days of the week and the personal pronoun 'I' - use grammatical terminology when discussing writing.

	<p>quickest]</p> <ul style="list-style-type: none"> - apply simple spelling rules, as listed in Appendix 1 - write from memory simple sentences dictated by the teacher that include words using the Grapheme Phoneme Correspondences and common exception words taught so far. 		
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YEAR 2

Composition	Spelling	Handwriting	Grammar, Punctuation, Vocabulary
<p>EXPERIENCES - develop positive attitudes and stamina for writing by tackling a range of genres</p> <ul style="list-style-type: none"> - write narratives about personal experiences and those of others (real and fictional) - write about real / current events - write poetry - write for different purposes <p>PLANNING - consider what they are going to write before beginning:</p> <ul style="list-style-type: none"> - plan or say out loud what they are going to write about <p>DRAFTING - write down ideas and/or key words, including new vocabulary</p> <ul style="list-style-type: none"> - encapsulate what they want to say, sentence by sentence <p>EDITING - make simple additions, revisions and corrections to their own writing:</p> <ul style="list-style-type: none"> - evaluate their writing with the teacher and other pupils - re-read to check that their writing makes sense and that verbs are used correctly and consistently - proof-read to check for errors in spelling, grammar and punctuation 	<ul style="list-style-type: none"> - segment spoken words into phonemes and representing these by graphemes, spelling many correctly - learn new ways of spelling phonemes and learn some words with each spelling, including a few common homophones - learn to spell common exception words - learn to spell more words with contracted forms - learn the possessive apostrophe (singular) [for example, the girl's book] - distinguish between homophones and near-homophones - add suffixes to spell longer words, including – ment, – ness, – ful, – less – ly - apply spelling rules and guidance, as listed in Appendix 1 - write from memory simple sentences dictated by the teacher that include words using the using the Grapheme Phoneme Correspondences and common 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - use and apply understanding of concepts set out in Appendix 2 - learn how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) - use sentences with different forms: statement, question, exclamation, command- use expanded noun phrases to describe and specify [for example, the blue butterfly] - use the present and past tenses correctly and consistently including the progressive form - use subordination (using when, if, that, or because) and co-ordination (using or, and, but) - use features of written Standard English - use and understand grammatical terminology when discussing writing.

<p>READ ALOUD their writing, with appropriate intonation to make the meaning clear.</p>	<p>exception words taught so far.</p>		
<p>YEAR 3</p>			
<p>Composition</p>	<p>Spelling</p>	<p>Handwriting</p>	<p>Grammar, Punctuation, Vocabulary</p>
<p>EXPERIENCES - discuss similar writing / texts in order to learn new ideas for structure, vocabulary and grammar</p> <p>PLANNING - discuss and record ideas informally before writing initial draft</p> <ul style="list-style-type: none"> - compose and rehearse sentences orally (including dialogue) - build a varied and rich vocabulary linked to GPS and an increasing range of sentence structures <p>DRAFTING – introduce use of paragraphs linked to themes in writing</p> <ul style="list-style-type: none"> - in narratives, create settings, characters and plot - in non-narrative writing, use simple organisational devices [ie, headings and subheadings] - assess the effectiveness of own and others’ writing <p>EDITING - suggest improvements, ie changes to grammar and vocabulary to reflect consistent application of knowledge, with support</p> <ul style="list-style-type: none"> - proof-read for spelling and punctuation errors <p>READ ALOUD to a group or whole class - begin to use appropriate intonation and control the tone and volume so that the meaning is clear.</p>	<ul style="list-style-type: none"> - use further prefixes and suffixes and understand how to add them (Appendix 1) - spell simple homophones – <i>there, their, they’re, too, to, two, where, wear</i> - spell common words that are often misspelt (Appendix 1) - use the first two or three letters of a word to check its spelling in a dictionary - write from memory simple sentences, dictated by the teacher that includes words and punctuation taught so far <p>Adding suffixes beginning with vowels to words of more than one syllable:</p> <ul style="list-style-type: none"> - doubling the consonant, <i>forgotten</i> - the i sound as ‘y’ as in <i>gym</i> - the u sound as ou as in <i>touch</i> - ation, -ly - <i>-sure, -ture, -er</i> - <i>-sion, -tion</i> <p>Adding prefix:</p> <ul style="list-style-type: none"> - <i>un, dis, mis</i> where they have negative meanings <i>ch</i> as in chorus and in chef <p><i>-ei, -eigh, -ey</i></p>	<p>Continue to practise correct letter formation to develop speed and consistency</p> <ul style="list-style-type: none"> - use the diagonal and horizontal strokes that are needed to join letter - understand which letters, when adjacent to one another, are best left unjoined - increase the legibility, consistency and quality of their handwriting - ensure that the downstrokes of letters are parallel and equidistant - ensure that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch. 	<ul style="list-style-type: none"> - learn, use and develop understanding of concepts set out in Appendix 2 - extend range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although - use present perfect form of verbs in contrast to the past tense - use conjunctions, adverbs and prepositions to express time and cause - highlight grammatical and other features in writing through punctuation - introduce use and punctuation of direct speech - use and understand grammatical terminology when discussing writing and reading: <ul style="list-style-type: none"> - <i>preposition, conjunction, word family, prefix, clause, subordinate clause, suffix, consonant letter, vowel letter, inverted commas / speech marks</i> - use of <i>a</i> and <i>an</i> according to whether the noun begins with a vowel or a consonant.

YEAR 4

Composition	Spelling	Handwriting	Grammar, Punctuation, Spelling
<p>EXPERIENCES - discuss similar writing / texts in order to learn new ideas for structure, vocabulary and grammar - compare different genres of writing to explore differences and similarities - link to own experiences to compose texts for specific purpose / audience</p> <p>PLANNING - discuss and record ideas in detail before writing initial draft - compose and rehearse sentences orally (including dialogue) - build a varied and rich vocabulary linked to GPS - develop an increasing range of sentence structures</p> <p>DRAFTING - organise paragraphs around a theme - in narratives, create settings, characters and plot using models from own reading experiences - in non-narrative writing, use simple organisational devices [ie, headings and subheadings] - assess the effectiveness of own and others' writing linked to improving skills</p> <p>EDITING - suggest improvements, ie changes to grammar and vocabulary to improve consistency - proof-read independently for spelling and punctuation errors</p> <p>READ ALOUD confidently to a group or whole class - use appropriate intonation and control the tone and volume so that the meaning is clear.</p>	<ul style="list-style-type: none"> - use further prefixes and suffixes and understand how to add them (Appendix 1) - spell further homophones, including near homophones, effect, affect - spell common words that are often misspelt (Appendix 1) - place the possessive apostrophe accurately in words with regular plurals [ie, girls', boys'] and in words with irregular plurals [ie, children's] - use the first two or three letters of a word to check its spelling in a dictionary - write from memory simple sentences, dictated by the teacher that includes words and punctuation taught so far. <p>Adding prefixes: - <i>-im-, re-, sub-, inter-, super-, anti-, Auto</i></p> <p>Adding suffixes: - <i>-ous</i> - <i>-tion, -sion, -ssion, -cian</i></p> <p>Spelling patterns <i>-gue, -que</i> <i>sc – science</i></p>	<p>Apply knowledge of letter formation to produce consistently well formed and effective handwriting</p> <ul style="list-style-type: none"> - use the diagonal and horizontal strokes that are needed to join letters - understand which letters, when adjacent to one another, are best left unjoined - increase the legibility, consistency and quality of their handwriting - ensure that the downstrokes of letters are parallel and equidistant – ensure that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch 	<ul style="list-style-type: none"> - learn, use and develop understanding of concepts set out in Appendix 2 - choose nouns or pronouns appropriately for clarity and cohesion - use conjunctions, adverbs and prepositions to express time and cause, using commas to add clauses to sentences - use fronted adverbials - highlight grammatical and other features in writing through consistent use of punctuation - use commas after fronted adverbials - indicate possession by using the possessive apostrophe with plural nouns - use and punctuate direct speech with speech marks and commas to mark start of speech - use and understand grammatical terminology when discussing writing and reading: <i>determiner, pronoun, possessive pronoun, adverbial, verb inflexions</i>