KS1 AND KS2 WRITING PROGRESSION AT ST PETER'S

	YEAR 1	*YEAR 2*
TRANSCRIPTION	• 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.
CONTEXTS FOR WRITING		• develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional), writing about real events, writing poetry, writing for different purposes
PLANNING FOR WRITING	write sentences by: • say out loud what they are going to write about • composing a sentence orally before writing it	consider what they are going to write before beginning by: • planning or saying out loud what they are going to write about
DRAFTING WRITING	• sequence sentences to form short narratives • re-read what they have written to check that it makes sense	• write down ideas and/or key words, including new vocabulary • encapsulate what they want to say, sentence by sentence
EDITING WRITING	• discuss what they have written with the teacher or other pupils	make simple additions, revisions and corrections to their own writing by: • evaluating their writing with the teacher and other pupils • re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
PERFORMING WRITING	• 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.

VOCABULARY	• Use words they have heard in conversation and reading to feed in to their own writing	• Use vocabulary from different sources in their own writing and continue to expand their vocabulary through considering synonyms and more adventurous word choices
GRAMMAR AND SYNTAX	• leaving spaces between words • joining words and joining clauses using and	• Subordination (using *when*, *if*, *that*, *because)* and co-ordination (using *or*, *and*, *but*) • Expanded noun phrases for description • Sentence types-Statement, question, exclamation or command • Present tense and past tense • Progressive form of verbs in the present and past tense
PUNCTUATION	• beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'	• Use of capital letters, full stops, ? and ! • Commas to separate items in a list • Apostrophes for omission and possession
GRAMMATICAL/SPELLING TERMINOLOGY	letter, capital letter, word, singular, plural sentence, punctuation, full stop, question mark, exclamation mark plural noun suffixes, verb suffixes, prefix-un	preposition conjunction word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')
PHONICS AND WHOLE WORD SPELLING	• Spell: words containing each of the 40+ phonemes already taught • common exception words and the days of the week • name the letters of the alphabet, naming the letters of the alphabet in order • using letter names to distinguish between alternative spellings of the same sound • add prefixes and suffixes • using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs • using the prefix un– • using –ing, –ed, –er and –est where no change is needed in the spelling of root words	Spell: segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones • learning to spell common exception words • learning to spell more words with contracted forms • learning the possessive apostrophe (singular) [for example, the girl's book] • distinguishing between homophones and near-homophones • add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly

LOWER KEYSTAGE TWO WRITING PROGRESSION AT ST PETER'S

	YEAR 3 and 4
TRANSCRIPTION	• write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
CONTEXTS FOR WRITING	• write for a range of real purposes and audiences
PLANNING FOR WRITING	• discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • discussing and recording ideas
DRAFTING WRITING	• composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) • organising paragraphs around a theme • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
EDITING WRITING	• assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proof-read for spelling and punctuation errors
PERFORMING WRITING	read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
VOCABULARY	• progressively building a varied and rich vocabulary
GRAMMAR	▪ develop their understanding of the concepts set out in English Appendix 2 by: ▪ extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although ▪ using the present perfect form of verbs in contrast to the past tense ▪ choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition

	▪ using conjunctions, adverbs and prepositions to express time and cause ▪ using fronted adverbials ▪ learning the grammar for years 3 and 4 in English Appendix 2
PUNCTUATION	▪ using commas after fronted adverbials ▪ indicating possession by using the possessive apostrophe with plural nouns ▪ using and punctuating direct speech
GRAMMATICAL TERMINOLOGY	Fronted adverbial, subordinating and co-ordinating conjunctions, nouns and pronouns, prepositions, possession, contraction, inverted commas, dialogue, speech, main clause, subordinate clause, articles, present perfect verb
WHOLE WORD SPELLING	▪ use further prefixes and suffixes and understand how to add them (English Appendix 1) ▪ spell further homophones ▪ spell words that are often misspelt (English Appendix 1) ▪ place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] ▪ use the first two or three letters of a word to check its spelling in a dictionary

UPPER KEYSTAGE TWO WRITING PROGRESSION AT ST PETER'S

	***YEAR 5 AND** YEAR 6*
TRANSCRIPTION	write from memory sentences and short paragraphs, dictated by the teacher, that include words and punctuation taught so far.
CONTEXTS FOR WRITING	Children should be given opportunities to write for a full range of different audiences, in different styles and a variety of fiction and non-fiction genres such as: persuasion, balanced arguments, letters, reports, newspaper articles, diaries and recounts, poetry, narratives etc.
PLANNING FOR WRITING	▪ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own ▪ noting and developing initial ideas, drawing on reading and research where necessary ▪ in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
DRAFTING WRITING	▪ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning ▪ in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action ▪ précising longer passages ▪ using a wide range of devices to build cohesion within and across paragraphs ▪ using further organisational and presentational devices to structure text and to guide the reader for example, headings, bullet points, underlining
EDITING WRITING	▪ assessing the effectiveness of their own and others' writing ▪ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ▪ ensuring the consistent and correct use of tense throughout a piece of writing ▪ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register ▪ proof-read for spelling and punctuation errors
PERFORMING WRITING	▪ perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
VOCABULARY	• To use a thesaurus • Use expanded noun phrases to convey complicated information concisely

GRAMMAR	Pupils should be taught to:
	▪ develop their understanding of the concepts set out in English Appendix 2 by:
	  ▪ recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
	  ▪ using passive verbs to affect the presentation of information in a sentence
	  ▪ using the perfect form of verbs to mark relationships of time and cause
	  ▪ using expanded noun phrases to convey complicated information concisely
	  ▪ using modal verbs or adverbs to indicate degrees of possibility
	  ▪ using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
	  ▪ learning the grammar for years 5 and 6 in English Appendix 2

PUNCTUATION	▪ indicate grammatical and other features by:
	  ▪ using commas to clarify meaning or avoid ambiguity in writing
	  ▪ using hyphens to avoid ambiguity
	  ▪ using brackets, dashes or commas to indicate parenthesis
	  ▪ using semi-colons, colons or dashes to mark boundaries between independent clauses
	  ▪ using a colon to introduce a list
	  ▪ punctuating bullet points consistently
	use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.

GRAMMATICAL TERMINOLOGY	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity, object, object, active, passive, synonym, antonym, ellipsis , hyphen, colon, semi-colon, bullet points
SPELLING	▪ use further prefixes and suffixes and understand the guidance for adding them ▪ spell some words with ‘silent’ letters [for example, knight, psalm, solemn] ▪ 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 three or four letters of a word to check spelling, meaning or both of these in a dictionary