



English Writing Intent - Progression Document

	FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Contexts for writing		To entertain – story, narrative, description, poetry To inform – recount, instructions, letter, biography, newspaper, information text, explanation To persuade – advert, letter, persuasive speech/argument To discuss – newspaper, balanced argument					
Writing composition	Write for a variety of purposes Say out loud what they are going to write about Compose a sentence orally before writing it	Pupils are taught to: write sentences by: <ul style="list-style-type: none">• saying out loud what they are going to write about,• composing a sentence orally before writing it,• sequencing sentences to form short narratives,• re-reading what they have written to check that it makes sense.• discuss what they have written with the teacher or other pupils.• read aloud their writing clearly enough to be heard by their peers and the teacher.	Pupils are taught to: develop positive attitudes towards and stamina for writing by: <ul style="list-style-type: none">• writing narratives about personal experiences and those of others (real and fictional)• writing about real events,• writing poetry,• writing for different purposes. consider what they are going to write before beginning by: <ul style="list-style-type: none">• planning or saying out loud what they are going to write about,• writing down ideas and/or key words, including new vocabulary,• encapsulating what they want to say, sentence by sentence. make simple additions, revisions and corrections to their own writing by:	Pupils are taught to: plan their writing by: <ul style="list-style-type: none">• 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 draft and write by: <ul style="list-style-type: none">• composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures,• organising paragraphs around a theme in narratives,• in narratives creating settings, characters and plot• in non-narrative material, using simple organisational devices [for example, headings and sub-headings] evaluate and edit by: <ul style="list-style-type: none">• 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• 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.	Pupils are taught to: plan their writing by: <ul style="list-style-type: none">• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own draft and write by: <ul style="list-style-type: none">• 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 evaluate and edit by: <ul style="list-style-type: none">• 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] evaluate and edit by:		



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			<ul style="list-style-type: none">• 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] <p>read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<ul style="list-style-type: none">• 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• perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.			
Terminology		letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark	noun, noun phrase, statement, question, exclamation, command compound, suffix, adjective, adverb, verb tense (past, present) apostrophe, comma	preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')	determiner, pronoun, possessive pronoun, adverbial	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity	subject, object, active, passive synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points



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Punctuation		<ul style="list-style-type: none">Separation of words with spacesIntroduction to capital letters, full stops, question marks and exclamation marksCapital letters for names and for the personal pronoun I <p>Learning how to use both familiar and new punctuation correctly</p> <ul style="list-style-type: none">Use of capital letters, full stops, question marks and exclamation marks to demarcate sentencesCommas to separate items in a listApostrophes for contraction and to mark singular possession in nouns [for example, the girl's name]	<ul style="list-style-type: none">Introduction to inverted commas to punctuate direct speech	<ul style="list-style-type: none">Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]Apostrophes to mark plural possession [for example, the girl's name, the girls' names]Use of commas after fronted adverbials	<ul style="list-style-type: none">Brackets, dashes or commas to indicate parenthesisUse of commas to clarify meaning or avoid ambiguity	<ul style="list-style-type: none">Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example: It's raining; I'm fed up]Use of the colon to introduce a list and use of semi-colons within listsPunctuation of bullet points to list informationHow hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]
Grammar		<ul style="list-style-type: none">How words can combine to make sentencesSequencing sentences to make short NarrativesJoining words and joining clauses using and <p>Sentences with different forms: statement, question, exclamation, command</p> <ul style="list-style-type: none">Expanded noun phrases to describe and specify [for example, the blue butterfly]	<ul style="list-style-type: none">Extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although	<ul style="list-style-type: none">Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (for example – 'the teacher' expanded to: 'the strict maths	<ul style="list-style-type: none">Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronounUse the perfect form of verbs to mark	<ul style="list-style-type: none">Use of the passive to affect the presentation of information in a sentence [for example: I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)].The difference between



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			<ul style="list-style-type: none">• Present and past tenses correctly and consistently, including the progressive form to show actions in progress (for example, she is drumming, he was shouting)• Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)	<ul style="list-style-type: none">• 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• Use of paragraphs as an introduction to organise ideas around a theme• Headings and sub-headings to aid presentation• Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	<ul style="list-style-type: none">• teacher with curly hair')• Using fronted adverbials [for example: Later that day, I heard the bad news.]• Use of paragraphs to organise ideas around a theme• Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	<ul style="list-style-type: none">• relationships of time and cause• Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]• Devices to build cohesion within a paragraph [for example: then, after that, this, firstly]• Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]• Use expanded noun phrases to convey complicated information concisely	<p>structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]</p> <ul style="list-style-type: none">• Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis• Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]
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Transcription		Pupils are taught to spell: <ul style="list-style-type: none">• words containing each of the 40+ phonemes already taught common exception words• the days of the week• Name the letters of the alphabet naming 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 the third person singular marker for verbs• Use the prefix un–• Use –ing, –ed, –er and –est	Pupils are taught to spell by: <ul style="list-style-type: none">• 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 more words with contracted forms• learning the possessive apostrophe (singular) [for example, the girl's book]• distinguishing between homophones and near-homophones• adding suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly• applying spelling rules and guidance,	Pupils are taught to: <ul style="list-style-type: none">• 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• write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.• spell words from the Year 3/4 statutory spelling lists – Appendix 1	Pupils are taught to: <ul style="list-style-type: none">• 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• use a thesaurus.• spell words from the Year 5/6 statutory spelling lists – Appendix 1
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		<p>where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]</p> <ul style="list-style-type: none">• Apply simple spelling rules and guidance – (specified in Appendix 1 NC 2014)• Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.• Spell Year 1 common exception words	<p>as listed in English Appendix 1</p> <ul style="list-style-type: none">• write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.• Spell Year 1 and 2 common exception words		
Handwriting		<p>Children should:</p> <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	<p>Pupils are taught to:</p> <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	<p>Pupils are taught to:</p> <ul style="list-style-type: none">• 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 [for example, by ensuring that the	<p>Pupils are taught to write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none">• choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters• choosing the writing implement that is best suited for a task.



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		<p>correct direction, starting and finishing in the right place</p> <ul style="list-style-type: none">• form capital letters from digits 0-9• understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these	<p>letters and understand which letters, when adjacent to one another, are best left unjoined</p> <ul style="list-style-type: none">• 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.	<p>downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p>	
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