



WRITING
PROGRESSION FRAMEWORK

Handwriting

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum	<p>Pupils should be taught to; Sit correctly at a table, holding a pencil comfortable and correctly.</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Form capital letters.</p> <p>Form digits 0-9.</p> <p>Understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these.</p>	<p>Pupils should be taught to; Form lower-case letters of the correct size relative to one another.</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lowercase letters.</p> <p>Use spacing between words that reflects the size of the letters.</p>				
		<p>Pupils should be taught to start using some of the diagonal and horizontal strokes needed to join letters</p>	<p>Pupils should be taught to use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.</p>	<p>Pupils should be taught to write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters.</p> <p>Choosing the writing implement that is best suited for a task.</p>		

and understand which letters, when adjacent to one another, are best left un-joined.

Increase the legibility, consistency and quality of their handwriting, for example by ensuring that the 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.

Transcription

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum	<p>Pupils should be taught to spell words containing each of the 40+ phonemes already taught.</p>	<p>Pupils should be taught to spell by;</p> <p>Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.</p> <p>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.</p> <p>Apply spelling rules and guidelines, as listed in English Appendix 1.</p>				

<p>Pupils should be taught to spell common exception words and the days of the week.</p>	<p>Pupils should be taught to spell by learning to spell common exception words.</p>	<p>Pupils should be taught to spell words that are often misspelt (English Appendix 1).</p>		<p>Pupils should be taught to spell some words with ‘silent’ letters, for example, knight, psalm, solemn.</p>	
<p>Pupils should be taught to name the letters of the alphabet including naming the letters of the alphabet in order.</p> <p>They should use letter names to distinguish between alternative spellings of the same sound.</p>					
<p>Pupils should be taught to; add prefixes and suffixes. They should use the spelling rule of adding –s or –es as the plural marker for nouns and the third person singular marker for verbs.</p> <p>They should use</p>	<p>Add suffixes to spell longer words e.g. – ment, -ness, - ful, -less, -ly.</p>	<p>Pupils should be taught to use further prefixes and suffixes and understand how to add them (English Appendix 1).</p>		<p>Pupils should be taught to use further prefixes and suffixes and understand the guidelines for adding them.</p> <p>Pupils should be taught to use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learned specifically, as listed in English Appendix 1.</p>	

<p>the prefix un-.</p> <p>They should use –ing, -ed, -er and – est where no change is needed in the spelling of root words (for example, helping, helped, helper, eating, quicker, quickest).</p>				
<p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p> <p>In all writing children should apply simple spelling rules and guidelines, as listed in English Appendix 1.</p>	<p>Write from memory simple sentences dictated by the teacher and include words using the GPCs, common exception words and punctuation taught so far.</p>	<p>Pupils should be taught to write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>		
	<p>Pupils should be taught to spell by learning to spell more words with contracted forms.</p>	<p>Pupils should be taught to place the possessive apostrophe accurately in words with regular plurals (for example, girls’, boys’) and in words with irregular plurals (for example, children’s).</p>		

		Learning the possessive apostrophe (singular), for example the girl's book.			
		Pupils should be taught to spell by distinguishing between homophones and near homophones.	Pupils should be taught to spell further homophones.	Pupils should be taught to continue to distinguish between homophones and other words which are often confused.	
			Pupils should be taught to use the first two or three letters of a word to check its spelling in a dictionary.	Pupils should be taught to use dictionaries to check the spelling and meaning of words. Pupils should be taught to use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. Pupils should be taught to use a thesaurus.	

Composition

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum			Pupils should be taught to draft and write by organising paragraphs around a theme.		Pupils should be taught to draft and write by using a wide range of devices to build cohesion within and across paragraphs.	
			Pupils should be taught to draft and write by in non-narrative material, using simple organisational devices for example, headings and subheadings.		Pupils should be taught to plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. Pupils should be taught to draft and write by using further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining).	

<p>Pupils should be taught to write sentences by saying out loud what they are going to write about.</p>	<p>Pupils should be taught to consider what they are going to write before beginning by</p> <p>Planning or saying out loud what they are going to write about.</p> <p>Writing down ideas and/or key words, including new vocabulary.</p> <p>Encapsulating what they want to say, sentence by sentence.</p>	<p>Pupils should be taught to plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>Pupils should be taught to plan their writing by discussing and recording ideas.</p>	<p>Pupils should be taught to plan their writing by Noting and developing initial ideas, drawing on reading and research where necessary.</p>
<p>Pupils should be taught to write sentences by composing a sentence orally before writing it.</p>		<p>Pupils should be taught to draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2).</p>	<p>Pupils should be taught to draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p>
<p>Pupils should be taught to write sentences by sequencing sentences to form short narratives.</p>	<p>Pupils should be taught to develop positive attitudes towards and stamina for writing by</p> <p>Writing narratives about personal experiences and those of others (real and fictional).</p>	<p>Pupils should be taught to draft and write by in narratives, creating settings, characters and plot.</p>	<p>Pupils should be taught to plan their writing by, when writing narratives, consider how authors have developed characters and settings in what they have read, listened to or seen performed.</p> <p>Pupils should be taught to draft and write by in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.</p> <p>Pupils should be taught to draft and write by précising longer</p>

		<p>Writing about real events.</p> <p>Writing poetry</p> <p>Writing for different purposes.</p>		<p>passages.</p>
	<p>Pupils should be taught to write sentences by re-reading what they have written to check that it makes sense.</p>	<p>Pupils should be taught to make simple additions, revisions and corrections to their own writing by;</p> <p>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.</p> <p>Proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly).</p>	<p>Pupils should be taught to proofread for spelling and punctuation errors.</p> <p>Pupils should be taught to evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p>	<p>Proofread for spelling and punctuation errors.</p> <p>Pupils should be taught to evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing.</p> <p>Pupils should be taught to evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</p>

	<p>Pupils should be taught to discuss what they have written with the teacher or other pupils.</p>	<p>Pupils should be taught to make simple additions, revisions and corrections to their own writing by</p> <p>Evaluating their writing with the teacher and other pupils.</p>	<p>Pupils should be taught to evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements.</p>	<p>Pupils should be taught to evaluate and edit by assessing the effectiveness of their own and others' writing.</p> <p>Pupils should be taught to evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p>
	<p>Pupils should be taught to read aloud their writing clearly enough to be heard by their peers and the teacher.</p>	<p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>Pupils should be taught to 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.</p>	<p>Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.</p>