

Writing Progression of Skills: Year 1 - 6

Our Vision

Writing is a personal, expressive and important tool which is promoted across all subjects at Park Lane. Children have access to a multitude of quality stories and texts which model the skills and styles of a good writer. We promote the use of analysing texts to pick out key features, so children are given the best opportunity to be successful. Children are frequently exposed to rich, high-level vocabulary and are encouraged to discuss writing with their peers across lessons, in order to share their ideas and edit before recording them. Children have the opportunity to publish their work onto their class 'Writing Gallery' which is a progressive portfolio of their written work. Good handwriting speeds up children's learning, leaving them free to concentrate on composition, spelling and grammar. Grammar is an integral part of English and great emphasis is placed on the use of games, drama and other interactive strategies to support children to master Standard English. Spelling is practised daily and a great emphasis is put on ensuring that children apply their spelling rules to their written work.

Year 1	
Handwriting	<ul style="list-style-type: none"> - Sit correctly at table, holding 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 and practise these.
Punctuation & Grammar	<p><u>Sentence Structure</u></p> <ul style="list-style-type: none"> - How words can combine to make sentences. - Joining words and joining sentences using <i>and</i> <p><u>Text Structure</u></p> <ul style="list-style-type: none"> - Sequencing sentences to form short narratives. <p><u>Punctuation</u></p> <ul style="list-style-type: none"> - Separation of words with spaces. - Introduction of capital letters, full stops, question marks and exclamation marks to demarcate sentences. - Capital letters for names and the personal pronoun <i>I</i>.
Composition	<ul style="list-style-type: none"> - Say out loud what they are going to write about. - Compose a sentence orally before writing. - Sequence sentences to form short narratives. - Re-read 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.
Spelling	<ul style="list-style-type: none"> - Spell words containing each of the 40+ phonemes already tonight. - Spell common exception words. - Spell days of the week. - Name the letters of the alphabet. - Add prefixes and suffixes: <i>-s</i> or <i>-es</i> - Using the prefix <i>un-</i> - Using <i>-ing</i>, <i>-ed</i>, <i>-er</i> and <i>-est</i> - Write from memory simple sentences dictated by the teacher that included words using the GPCs and common exception words taught so far.

Writing Progression of Skills: Year 1 - 6

Year 2	
Handwriting	<ul style="list-style-type: none"> - From 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 un-joined. - Write capitals 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. - Write digits of the correct size and orientation.
Punctuation & Grammar	<p><u>Sentence Structure</u></p> <ul style="list-style-type: none"> - Subordination (<i>using when, if, that, because</i>) and co-ordination (<i>using or, and, or but</i>). - Expanded noun phrases for description and specification. - How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. <p><u>Text Structure</u></p> <ul style="list-style-type: none"> - Correct choice and consistent use of present tense and past tense throughout writing. - Use of the progressive form of verbs in the present and past tense to mark actions in progress. <p><u>Punctuation</u></p> <ul style="list-style-type: none"> - Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. - Commas to separate items in a list. - Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns.
Composition	<ul style="list-style-type: none"> - Develop positive attitudes towards and stamina for writing by writing narratives about personal experiences, about real events, poetry and for different purposes. - Plan or say out loud what they are going to write about. - Write idea and/or key words including new vocabulary. - Encapsulate what they want to say, sentence by sentence. - Make additions, revision and corrections to their own writing by, evaluating their writing with the teacher or other pupils, re-read to check it makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form. - Proof read to check for errors in spelling, grammar and punctuation. - Read aloud their writing with appropriate intonation to make the meaning clear.
Spelling	<ul style="list-style-type: none"> - Spelt by segmenting words into phonemes and representing these by graphemes, spelling many correctly. - Learn 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. - Spell common exceptions. - Spell more words with contracted forms. - Distinguish between homophones and near homophones. - Add suffixes to spell longer words:- <i>ment, -ness, -ful, -less</i> and <i>-ly</i> - Write from memory simple sentences dictated by the teacher that include words using the GPC's, common exception words and punctuation taught so far. - Spell by learning the possessive apostrophe.

Year 3	
Handwriting	<ul style="list-style-type: none"> - Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. - Increase the legibility, consistency and quality of handwriting e.g. by ensuring that down strokes of letters are parallel and equidistant: that lines of writing are spaces sufficiently so that the ascenders and descenders of letters do not touch.
Punctuation & Grammar	<p><u>Sentence Structure</u></p> <ul style="list-style-type: none"> - Expressing time, place and course using conjunction, adverbs or prepositions <p><u>Text Structure</u></p> <ul style="list-style-type: none"> - Introduction to paragraphs as a way to group related material. - Headings and sub-headings to aid presentations. - Use of the present perfect form of verbs instead of the simple past. <p><u>Punctuation</u></p> <ul style="list-style-type: none"> - Introduction to inverted commas to punctuation direct speech.
Composition	<ul style="list-style-type: none"> - Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. - Discuss and record ideas. - Compose and rehearse sentences orally progressively building a varied and rich vocabulary and increasing range of sentence structures. - Organise paragraphs around a theme. - In narratives, create settings, characters and plot. - In non-narrative material, use simple organisational devices such as headings and subheadings. - Assess the effectiveness of their own and others' writing and suggest improvements. - Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. - Proof read for spelling and punctuate errors. - Read aloud their writing, to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
Spelling	<ul style="list-style-type: none"> - Spell further homophones. - Spell words that are often misspelt. - Use the first two or three letters of a words to check its spelling in a dictionary. - Use further prefixes and suffixes and understand how to add them. - Write from memory simple sentences, dictated by the teacher, that include taught words and punctuation taught so far. - Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals.

Year 4	
Handwriting	<ul style="list-style-type: none"> - Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. - Increase the legibility, consistency and quality of handwriting e.g. by ensuring that down strokes of letters are parallel and equidistant: that lines of writing are spaces sufficiently so that the ascenders and descenders of letters do not touch.
Punctuation & Grammar	<p><u>Sentence Structure</u></p> <ul style="list-style-type: none"> - Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (<i>e.g. the teacher expanded to: the strict maths teacher with curly hair</i>). - Fronted adverbials (<i>e.g. Later that day. I heard bad news</i>). <p><u>Text Structure</u></p> <ul style="list-style-type: none"> - Use paragraphs to organise ideas around a theme. - Appropriate choice of pronoun and noun within and across sentences to aid cohesion and avoid repetition. <p><u>Punctuation</u></p> <ul style="list-style-type: none"> - Use of inverted commas and other punctuation to indicate direct speech. - Apostrophes to mark plural possession. - Use of commas after fronted adverbials.
Composition	<ul style="list-style-type: none"> - Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. - Discuss and record ideas - Compose and rehearse sentences orally progressively building a varied and rich vocabulary and increasing range of sentence structures. - Organise paragraphs around a theme. - In narratives, create settings, characters and plot. - In non-narrative material, use simple organisational devices such as headings and subheadings. - Assess the effectiveness of their own and others' writing and suggest improvements. - Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. - Proof read for spelling and punctuate errors. - Read aloud their writing, to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear
Spelling	<ul style="list-style-type: none"> - Spell further homophones. - Spell words that are often misspelt. - Use the first two or three letters of a words to check its spelling in a dictionary. - Use further prefixes and suffixes and understand how to add them. - Write from memory simple sentences, dictated by the teacher, that include taught words and punctuation taught so far. - Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals.

Year 5	
Handwriting	<ul style="list-style-type: none"> - Write legibly, fluently with increasing speed by: Choosing which shape of letter to use when given choices and deciding whether or not to join specific letters Choosing the writing implement that is best suited for the task
Punctuation & Grammar	<p><u>Sentence Structure</u></p> <ul style="list-style-type: none"> - Use of the passive voice to affect the presentation of information in a sentence. - The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He's your friend isn't he? Or the use of subjunctive forms such as 'I were' or 'Were they' come in some very formal writing and speech. <p><u>Text Structure</u></p> <ul style="list-style-type: none"> - Linking ideas across paragraphs using a wider range of cohesive devices repetition of word or phrases, grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast!) and ellipses. - Layout devices such as headings, sub-headings, columns, bullets, tables, to structure text. <p><u>Punctuation</u></p> <ul style="list-style-type: none"> - Use of semi-colon, colon and dash to mark the boundary between independent clauses. - Use of the colon to introduce a list and use of semi-colon within lists. - Punctuation of bullet points to list information. - How hyphens can be used to avoid ambiguity
Composition	<ul style="list-style-type: none"> - Identify audience and purpose, selecting appropriate form and use other similar writing as model. - Note and develop initial ideas, drawing on reading and research where necessary. - In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened and seen performed. - Select appropriate grammar and vocab, understanding how such choices can change and enhance meaning. - Use a wide range of devices to build cohesion within and across paragraphs. - Precis longer paragraphs. - In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action. - Use further organisational and presentational devices to structure text and guide the reader (e.g. headings, bullet points, underlining). - Assess the effectiveness of their own and others' writing. - Propose changes to grammar, vocab and punctuation to enhance effects and clarify meaning. - Ensure the consistent and correct use of tense throughout a piece of writing. - Ensure 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. <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>
Spelling	<ul style="list-style-type: none"> - Continue to distinguish between homophones and other words which are often confused. - Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. - Use dictionaries to check the spelling and meaning of words. - Use a thesaurus. - Use further prefixes and suffixes and understand the guidance for adding them. - Spell words with silent letters. - Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.

Year 6	
Handwriting	<ul style="list-style-type: none"> - Write legibly, fluently with increasing speed by: Choosing which shape of letter to use when given choices and deciding whether or not to join specific letters Choosing the writing implement that is best suited for the task
Punctuation & Grammar	<p><u>Sentence Structure</u></p> <ul style="list-style-type: none"> - Use of the passive voice to affect the presentation of information in a sentence. - The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He's your friend isn't he? Or the use of subjunctive forms such as 'I were' or 'Were they' come in some very formal writing and speech. <p><u>Text Structure</u></p> <ul style="list-style-type: none"> - Linking ideas across paragraphs using a wider range of cohesive devices repetition of word or phrases, grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast!) and ellipses. - Layout devices such as headings, sub-headings, columns, bullets, tables, to structure text. <p><u>Punctuation</u></p> <ul style="list-style-type: none"> - Use of semi-colon, colon and dash to mark the boundary between independent clauses. - Use of the colon to introduce a list and use of semi-colon within lists. - Punctuation of bullet points to list information. - How hyphens can be used to avoid ambiguity.
Composition	<ul style="list-style-type: none"> - Identify audience and purpose, selecting appropriate form and use other similar writing as model. - Note and develop initial ideas, drawing on reading and research where necessary. - In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened and seen performed. - Select appropriate grammar and vocab, understanding how such choices can change and enhance meaning - Use a wide range of devices to build cohesion within and across paragraphs - Precis longer paragraphs - In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action. - Use further organisational and presentational devices to structure text and guide the reader (e.g. headings, bullet points, underlining). - Assess the effectiveness of their own and others' writing. - Propose changes to grammar, vocab and punctuation to enhance effects and clarify meaning. - Ensure the consistent and correct use of tense throughout a piece of writing. - Ensure 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.
Spelling	<ul style="list-style-type: none"> - Continue to distinguish between homophones and other words which are often confused. - Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. - Use dictionaries to check the spelling and meaning of words. - Use a thesaurus. - Use further prefixes and suffixes and understand the guidance for adding them. - Spell words with silent letters. - Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.