



## Writing Progression at Brennand's Endowed CE Primary School

NC	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Composition (coverage of genres and coverage of genre features)</p>	<p>Give meaning to marks they make as they draw, write and paint.</p> <p>Breaking the flow of speech into words.</p> <p>Hear and say the initial sound in words</p>	<p>Children use their phonic knowledge to write words in ways which match spoken sounds.</p> <p>They also write some irregular common words.</p> <p>They write simple sentences which can be read by themselves and others.</p> <p>Some words are spelt correctly and others are phonetically plausible.</p>	<p><u>WT Entertain:</u> Stories (including retellings) (<i>sequence, noun phrases, adjectives, adverbials</i>) Descriptions (<i>adjectives; noun phrases</i>) Poetry (<i>rhyming words; separating lines appropriately; simple punctuation</i>) Character</p> <p><u>Writing to inform</u> - recount (<i>sequence, past tense, adjectives, noun phrases</i>) - letter (<i>first person, questions, exclamations</i>) - instructions (<i>imperative verbs, adverbs of time, adjectives</i>) - non-fiction texts (<i>statements, facts, pictures, labels, captions</i>)</p> <p>To write from memory simple sentences.</p>	<p><u>Writing to entertain</u> - stories (including retellings) (<i>sequence, expanded noun phrases, adjectives, adverbials</i>) - descriptions (<i>adjectives; adverbs; expanded noun phrases</i>) - poetry (<i>rhyming words; separating lines appropriately; variety of punctuation; use of adjectives</i>) - in-character/ role</p> <p><u>Writing to inform</u> - recount (<i>sequence, past tense, adjectives, expanded noun phrases, adverbials</i>) - letter (<i>first person, questions, exclamations</i>) - instructions (<i>imperative verbs, adverbs of manner, adverbs of time, adjectives</i>) - non-fiction texts (<i>statements, facts, pictures, labels, captions</i>)</p> <p>To write from memory simple sentences using common exception words and Year 2 punctuation.</p>	<p>Planning skills:  Orally rehearse sections of writing including the written sequence of sections. Eg. Boxing up, Story Mountain, Dictogloss.</p> <p>Text types:  Entertain:  <ul style="list-style-type: none"> <li>• Stories</li> <li>• Descriptions</li> <li>• Poetry</li> <li>• Characters/Set tings</li> </ul> Text features:  <ul style="list-style-type: none"> <li>• Use detailed description</li> <li>• Uses pronouns to avoid repetition.</li> <li>• Uses conjunctions, adverbs and prepositions</li> <li>• Use of paragraphs to organise in time sequence</li> </ul> Inform:  <ul style="list-style-type: none"> <li>• Recount</li> <li>• Letter</li> <li>• Explanation</li> <li>• Biography</li> <li>• Newspaper</li> <li>• Instructions</li> </ul> Text features:  <ul style="list-style-type: none"> <li>• Use paragraphs used to group</li> </ul> </p>	<p>Planning skills:  Orally plans the structure of whole piece including supporting details. E.g. Boxing up, story mountain, Dictogloss</p> <p>Text types: Entertain:  <ul style="list-style-type: none"> <li>• Stories</li> <li>• Descriptions</li> <li>• Poetry</li> <li>• Characters/Set tings</li> </ul> Text features:  <ul style="list-style-type: none"> <li>• Use detailed description- Expanded Noun Phrases, Fronted adverbials</li> <li>• Use paragraphs to organise in time sequence</li> <li>• Explore and compare different forms of past tenses- progressive and possessive</li> <li>• Subordinate clauses</li> </ul> Inform:  <ul style="list-style-type: none"> <li>• Recount</li> <li>• Letter</li> <li>• Explanation</li> <li>• Biography</li> <li>• Newspaper</li> <li>• Instructions</li> </ul> Text Features:</p>	<p>Planning skills:  Orally plan structure, including links, of writing including supporting details. Use a variety of planning structures eg Boxing up Story mountain Mind maps</p> <p>Adapt for purpose. eg Using own experiences to write stories.</p> <p>Entertain: Text types:  <ul style="list-style-type: none"> <li>• Narratives</li> <li>• Descriptions</li> <li>• Poetry</li> <li>• Characters/set tings</li> </ul> Text features:  <ul style="list-style-type: none"> <li>• Detailed description</li> <li>• Use of paragraphs to organise in time sequence</li> <li>• Use a range of tenses to indicate changes in timing and sequence</li> </ul> Inform: Text types  <ul style="list-style-type: none"> <li>• Report</li> <li>• Recount</li> </ul> </p>	<p>Planning skills:  Demonstrate the process needed to plan writing by thinking aloud to generate ideas. Choose the most appropriate planning structure. eg Boxing up Story mountain Mind maps</p> <p>Critically evaluate and use appropriate features to adapt. eg Creating own success criteria independently.</p> <p>Entertain: Text types:  <ul style="list-style-type: none"> <li>• Narratives</li> <li>• Descriptions</li> <li>• Poetry</li> <li>• Characters/set tings</li> </ul> Text features:  <ul style="list-style-type: none"> <li>• Detailed description</li> <li>• Use of paragraphs to organise in time sequence</li> <li>• Use a range of tenses to indicate changes in timing and sequence</li> </ul> </p>

					<ul style="list-style-type: none"> <li>related ideas</li> <li>Use headings/subheadings</li> </ul> <p>Persuade:</p> <ul style="list-style-type: none"> <li>Advertising</li> <li>Letter</li> <li>Speech</li> <li>Poster</li> </ul> <p>Text Features:</p> <ul style="list-style-type: none"> <li>Use of 2nd person</li> <li>Planned repetition</li> <li>Facts and statistics</li> <li>Adjectives for positive description</li> </ul>	<ul style="list-style-type: none"> <li>Paragraphs to group ideas</li> <li>Subheadings to label content</li> <li>To add detail to writing through subordinating conjunction, expanded noun phrases, commas, relative clauses, present perfect.</li> </ul> <p>Persuade:</p> <ul style="list-style-type: none"> <li>Advertising</li> <li>Letter</li> <li>Speech</li> <li>Poster</li> </ul> <p>Text features:</p> <ul style="list-style-type: none"> <li>Use of 2nd person</li> <li>Planned repetition</li> <li>Use of facts and statistics</li> <li>Adjectives for emotive language.</li> <li>Use of sentence types including imperative verbs, rhetorical questions, relative clauses, noun phrases.</li> </ul>	<ul style="list-style-type: none"> <li>Biography</li> <li>Newspaper</li> <li>Essay</li> </ul> <p>Text features:</p> <ul style="list-style-type: none"> <li>Paragraphs used to group related ideas</li> <li>Headings/subheadings</li> <li>Use of technical vocab</li> <li>Glossary</li> </ul> <p>Persuade:</p> <p>Text types:</p> <ul style="list-style-type: none"> <li>Advertising</li> <li>Letter</li> <li>Speech</li> <li>Campaign</li> </ul> <p>Text features:</p> <ul style="list-style-type: none"> <li>Use of 2nd person</li> <li>Personal pronouns</li> <li>Planned repetition</li> <li>Facts and statistics</li> <li>Hyperbole</li> <li>Link to oracy</li> <li>Use of colour and images</li> </ul> <p>Discuss:</p> <p>Text types:</p> <ul style="list-style-type: none"> <li>Balanced argument</li> <li>Newspaper</li> <li>Review</li> </ul> <p>Text features:</p> <ul style="list-style-type: none"> <li>Appropriate use of cohesive devices</li> <li>Use of subjunctive form where needed</li> </ul>	<p>Inform:</p> <p>Text types</p> <ul style="list-style-type: none"> <li>Report</li> <li>Recount</li> <li>Biography</li> <li>Newspaper</li> <li>Essay</li> </ul> <p>Text features:</p> <ul style="list-style-type: none"> <li>Paragraphs used to group related ideas</li> <li>Headings/subheadings</li> <li>Use of technical vocab</li> <li>Glossary</li> </ul> <p>Persuade:</p> <p>Text types:</p> <ul style="list-style-type: none"> <li>Advertising</li> <li>Letter</li> <li>Speech</li> <li>Campaign</li> </ul> <p>Text features:</p> <ul style="list-style-type: none"> <li>Use of 2nd person</li> <li>Personal pronouns</li> <li>Planned repetition</li> <li>Facts and statistics</li> <li>Hyperbole</li> <li>Link to oracy</li> <li>Use of colour and images</li> </ul> <p>Discuss:</p> <p>Text types:</p> <ul style="list-style-type: none"> <li>Balanced argument</li> <li>Newspaper</li> <li>Review</li> </ul> <p>Text features:</p> <ul style="list-style-type: none"> <li>Appropriate use of cohesive</li> </ul>
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							<ul style="list-style-type: none"> <li>• Use of paragraph to structure arguments</li> <li>• Formal/imper sonal language</li> </ul>	<ul style="list-style-type: none"> <li>• Use of subjunctive form where needed</li> <li>• Use of paragraph to structure arguments</li> <li>• Formal/imper sonal language</li> </ul>
Grammar and Punctuation		Finger spaces, capital letters and full stops.	Begin to use full stops, question marks, exclamation marks, exclamations;	Use full stops, question marks, exclamations; Commas to separate items in a list; Begin to use inverted commas;	<p><u>Word</u> Formation of nouns using a range of prefixes (<i>super-</i>, <i>anti-</i>, <i>auto-</i>) Use of the forms a or an according to whether the next word begins with a consonant or a vowel (<i>a rock</i>, <i>an open box</i>) Word families based on common words, showing how words are related in form and meaning (<i>solve</i>, <i>solution</i>, <i>solver</i>, <i>dissolve</i>, <i>insoluble</i>) Use a range of prefixes, (<i>super</i>, <i>anti</i>, <i>auto</i>) Use noun/pronouns with cohesion</p> <p><u>Sentence</u> Expressing time, place and cause using: conjunctions (<i>when</i>, <i>before</i>, <i>after</i>, <i>while</i>, <i>so</i>, <i>because</i>) Adverbs (<i>then</i>, <i>next</i>, <i>soon</i>, <i>therefore</i>) Prepositions (<i>before</i>, <i>after</i>, <i>during</i>, <i>in</i>, <i>because of</i>) Use a range of conjunctions including</p>	<p><u>Word</u> The grammatical difference between plural and possessive -s Standard English forms for verb inflections instead of local spoken forms (<i>we were instead of we was</i>, <i>or I did instead of I done</i>) Further prefixes and suffixes and how to add them. Can use homophones consistently. Place apostrophes in regular and irregular plurals (<i>girls' and boys'</i>) Apply words with contracted forms</p> <p><u>Sentence</u> Noun phrases; expanded by the addition of modifying adjectives, nouns and prepositional phrases (<i>the teacher expanded to: the strict maths teacher with curly hair</i>)  Can use fronted adverbials to express time, place and cause</p>	<p><u>Word</u> Convert nouns or adjectives into verbs using suffixes (<i>e.g. -ate</i>; <i>-ise</i>) and prefixes (<i>e.g. dis-</i>, <i>de-</i>, <i>mis-</i>, <i>over-</i> and <i>re-</i>).</p> <p><u>Sentence</u> Use relative clauses beginning with <i>who</i>, <i>which</i>, <i>where</i>, <i>when</i>, <i>whose</i>, <i>that</i>, or an omitted relative pronoun Indicating degrees of possibility (<i>perhaps</i>, <i>surely</i>) or modal verbs (<i>example</i>, <i>might</i>, <i>should</i>, <i>will</i>, <i>must</i>).</p> <p><u>Text</u> use devices to build cohesion within a paragraph (<i>then</i>, <i>after that</i>, <i>this</i>, <i>firstly</i>).</p> <p>Link ideas across paragraphs using adverbials of time (<i>later</i>) place (<i>nearby</i>) and number (<i>secondly</i>) or tense choices (<i>he had seen her before</i>).</p> <p><u>Punctuation</u></p>	<p><u>Word</u> Understand the vocabulary difference between formal and informal for speech and writing (<i>find out - discover</i>; <i>ask for - request</i>; <i>go in - enter</i>)</p> <p>How words are related by meaning as synonyms and antonyms (<i>big</i>, <i>large</i>, <i>little</i>).</p> <p><u>Sentence</u> Use passive verbs to affect the meaning of sentences (<i>I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)</i>).</p> <p>Understand the difference between informal speech, formal speech and writing (<i>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</i></p>

				<p>when/if/because/although, to write sentences containing more than one clause. Demonstrate a range of sentence structures (<i>Subordinate clause and a range of conjunctions</i>)          Uses some present perfect form of verbs (<i>She has gone</i>) instead of the simple past (<i>She went</i>).</p> <p><u>Text</u>          Introduction to paragraphs as a way to group related material          Headings and subheadings to aid presentation          Use of the present perfect form of verbs instead of the simple past (<i>He has gone out to play contrasted with He went out to play</i>)</p> <p><u>Punctuation</u>          Introduction to inverted commas to punctuate direct speech          Uses punctuation mostly accurately including some use of inverted commas to indicate direct speech.</p> <p><u>Terminology to be introduced</u>          Preposition          Conjunction          Word family          Prefix          Clause          Subordinate clause          Direct speech          consonant</p>	<p>using conjunctions, adverbs or prepositions. (<i>Later that day, I heard the bad news.</i>)</p> <p>Will make greater use of pronouns and nouns across sentences to avoid repetition.</p> <p>Use paragraphs to link ideas around a theme.</p> <p>Confidently and consistently express time and cause using prepositions and adverbs (<i>before, after, during, in, because of,</i>)</p> <p>Consistently use inverted commas and other punctuation to indicate direct speech.</p> <p>Use commas after fronted adverbials (<i>Eventually, the waiter arrived.</i>)</p> <p>Evaluate and edit their work.</p> <p><u>Text</u>          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          Use narrative structure- opening, build up, dilemma, resolution, ending).          Use increasing range</p>	<p>Use of brackets, dashes or commas to indicate parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity.</p> <p><u>Terminology to introduce.</u>          modal verb          relative pronoun          relative clause          parenthesis          bracket          dash          cohesion</p>	<p><i>writing and speech</i>)</p> <p>Text          Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (<i>The use of adverbials such as on the other hand, in contrast, or as a consequence</i>); and ellipsis.</p> <p>Layout devices (<i>for example, headings, sub-headings, columns, bullets, or tables, to structure text</i>)</p> <p>Punctuation          Use of the semi-colon (;), colon (:) and dash (-) to mark the separation between independent clauses (<i>It's raining; I'm fed up</i>)          Use of the colon to introduce a list and use of semi-colons within lists          Punctuation of bullet points to list information          How hyphens can be used to avoid ambiguity (<i>for example, man eating shark versus man-eating shark, or recover versus re-cover</i>)</p> <p>Terminology to be introduced          subject, object active, passive synonym,</p>
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					Consonant letter vowel Vowel letter Inverted commas (or 'speech marks')	of poetic techniques ( <i>rhyming couplets</i> , <i>onomatopoeia</i> ) and structures ( <i>free verse</i> , <i>acrostic</i> ) Chronological order  <u>Punctuation</u> Use of inverted commas and other punctuation to indicate direct speech ( <i>a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted,</i> <i>"Sit down!"</i> ) Apostrophes to mark plural possession ( <i>the girl's name, the girls' names</i> ) Use of commas after fronted adverbials  <u>Terminology to be introduced</u> Determiner Pronoun Possessive pronoun Adverbial	antonym ellipsis, hyphen, colon, semi- colon, bullet points	
Transcription <ul style="list-style-type: none"> <li>Spelling</li> <li>Handwriting</li> </ul>	Can copy some letters e.g. letters from their name.  Holds pencil between two fingers and thumb no longer using whole hand grasp.	Uses a pencil and holds it effectively to form recognisable letters most of which are correctly formed.	Spelling: Use letter names to distinguish between alternative spellings of the same sound Use plurals ( <i>s/ es</i> ); Use prefixes ( <i>un</i> ); Add a suffix ( <i>ing/ er/ ed</i> ); Spelling days of the week and Year 1 common exception words; Spell simple contractions; Recognise that homophones have different spellings but the same sound; Clap and count 2 syllable words	Spelling: use alternative spelling patterns for words where one or more spelling pattern is already known. Use irregular plurals ( <i>eg. baby - babies,</i> <i>mouse - mice</i> ); Independently use simple prefixes ( <i>un/ dis</i> ); Use suffixes, including spelling changes ( <i>ness/ er/ ess/ ly</i> ); Apostrophes to mark contractions; spell more common words with contracted forms ( <i>eg couldn't/</i>	<ul style="list-style-type: none"> <li>Sits appropriately with one hand on the paper and pencil held at 45 degrees.</li> <li>Writes with increasing legibility, e.g. lower case letters are an equal size; capitals are appropriate size and not joined to lower-case letters.</li> <li>Presentation: leave line</li> </ul>	Use 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 ( <i>ensure downward strokes of letters are parallel and lines of writing are spaced efficiently so ascenders and descenders do not touch</i> )  Consistent sizing on	Handwriting Maintains legible and fluent handwriting when writing at increased speed.  The child can use an unjoined style for specific purposes ( <i>Labelling a diagram,</i> <i>writing an email address, algebra</i> )  Spelling Writes from memory simple sentences that have been dictated by the teacher that include words and punctuation listed in the year 5 <a href="#">national</a>	Handwriting Maintains legible, fluent handwriting at speed.  The child can decide, as part of their personal style, which parts of a letter to join or not join.  Spelling The child writes from memory simple sentences dictated by the teacher that includes words and punctuation listed for Y6 in the <a href="#">NC document</a> .

			<p>Handwriting: Correct letter formation and size for all letters (lower and uppercase) leaving spaces between words</p> <p>Write from left to right and top to bottom</p>	<p><i>can't</i>) Select the correct spelling for homophones (<i>eg. there/ their/ they're</i>) Spell decodable high frequency words correctly (<i>assessment each half term</i>) Spell Year 2 common exception words Count and spell 3 and 4 syllable words;</p> <p>Handwriting: - Correct letter formation for all letters (lower and uppercase) - Begin to join using diagonal and horizontal strokes - Leave appropriate spaces between words</p> <p>Independently write within lines to organise work.</p>	<p>spaces where appropriate, e.g. below a heading</p> <ul style="list-style-type: none"> <li>• Begins to use horizontal and vertical strokes that are needed to join letters and is starting to understand which adjacent letters are best left unjoined.</li> <li>• Use the first two or three letters of a word to check its spelling.</li> <li>• Write simple sentences from memory dictated by the teacher.</li> <li>• Can spell some common homophones, e.g. their and there.</li> </ul>	<p>most occasions.</p>	<p><a href="#">curriculum document</a>.</p> <p>Accurately applies some of the spelling rules and patterns listed for Y5/Y6 in the <a href="#">NC document</a>.</p> <p>Child spells most homophones and other words that are often confused, accurately, and some words with silent letters.</p> <p>Child accurately spells some of the words listed for Y5/Y6 in the <a href="#">NC document</a> accurately.</p>	<p>The child applies morphological and etymological knowledge and the full range of rules and patterns listed in the <a href="#">NC document</a> for Y5/Y6, and understands that some spellings need to be learnt specifically.</p> <p>The child accurately spells most words with silent letters, and homophones and other words that are often confused.</p> <p>The child accurately spells most words with silent letters, and homophones and other words that are often confused.</p> <p>The child accurately spells most words listed for Y5/Y6 in the <a href="#">NC document</a>.</p>
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