



Grimsargh St Michael's CE Primary School

Writing Progression



Areas of study	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sentence Structure	Write simple sentences which can be read by themselves and others.	<p>Say, and hold in memory whilst writing, simple sentences which make sense.</p> <p>Write simple sentences that can be read by themselves and others.</p> <p>Separate words with spaces.</p> <p>Use the joining word <i>and</i> to link words and clauses.</p> <p>Extend range of joining words to link words and clauses using <i>but</i> and <i>or</i>.</p>	<p>Say, write and punctuate simple and compound sentences using the joining words <i>and</i>, <i>but</i>, <i>so</i> and <i>or</i> (co-ordination).</p> <p>Use sentences with different forms: statement, question, command and exclamation.</p> <p>Use subordination for time using <i>when</i>, <i>before</i> and <i>after</i> e.g. <i>We went out to play when we had finished our writing. When we had finished our writing, we went out to play.</i></p> <p>Use subordination for reason using <i>because</i> and <i>if</i> e.g. <i>I put my coat on because it was raining. Because it was raining, I put on my coat.</i></p> <p>Use the subordinating conjunction <i>that</i> in a sentence, e.g. <i>I hope that it doesn't rain on sports day.</i></p>	<p>Identify clauses in sentences.</p> <p>Explore and identify main and subordinate clauses in complex sentences.</p> <p>Explore, identify and create complex sentences using a range of conjunctions e.g. <i>when</i>, <i>if</i>, <i>because</i>, <i>although</i>, <i>while</i>, <i>since</i>, <i>until</i>, <i>before</i>, <i>after</i>, <i>so</i>.</p> <p>Generate and effectively use prepositions for where e.g. <i>above</i>, <i>below</i>, <i>beneath</i>, <i>within</i>, <i>outside</i>, <i>beyond</i>.</p> <p>Generate and effectively use adverbs e.g. <i>suddenly</i>, <i>silently</i>, <i>soon</i>, <i>next</i>, <i>eventually</i>.</p>	<p>Create complex sentences with adverb starters e.g. <i>Silently trudging through the snow, Sam made his way up the mountain.</i></p> <p>Use commas to mark clauses in complex sentences.</p> <p>Create sentences with fronted adverbials for when e.g. <i>As the clock struck twelve, the soldiers sprang into action.</i></p> <p>Create sentences with fronted adverbials for where e.g. <i>In the distance, a lone wolf howled.</i></p> <p>Use commas after fronted adverbials.</p>	<p>Create complex sentences by using relative clauses with relative pronouns <i>who</i>, <i>which</i>, <i>where</i>, <i>whose</i>, <i>when</i>, <i>that</i> e.g. <i>Sam, who had remembered his wellies, was first to jump in the river.</i></p> <p>Create complex sentences where the relative pronoun is omitted e.g. <i>Tina, standing at the bus stop, pondered the day ahead.</i></p> <p>Create and punctuate complex sentences using <i>ed</i> opening clauses e.g. <i>Exhausted from the race, Sam collapsed in a heap.</i></p> <p>Create and punctuate complex sentences using <i>ing</i> opening clauses, e.g. <i>Grinning with anticipation, Paul launched himself from the diving board.</i></p> <p>Create and punctuate sentences using simile starters, e.g. <i>Like a fish out of water, she conversed awkwardly with the other guests.</i></p>	<p>Manipulate sentences to create particular effects.</p> <p>Use devices to build cohesion between paragraphs in persuasive, discursive and explanatory texts e.g. adverbials such as: <i>on the other hand</i>, <i>the opposing view</i>, <i>similarly</i>, <i>in contrast</i>, <i>although</i>, <i>additionally</i>, <i>another possibility</i>, <i>alternatively</i>, <i>as a consequence</i>.</p> <p>Use devices to build cohesion between paragraphs in narrative e.g. adverbials such as: <i>in the meantime</i>, <i>meanwhile</i>, <i>in due course</i>, <i>until then</i>.</p> <p>Use repetition of a word or phrase to link ideas between paragraphs.</p>
Punctuation		<p>Use punctuation to demarcate simple sentences (capital letters and full stops).</p> <p>Use capital letter for the personal pronoun <i>I</i>.</p> <p>Use capital letters for names of people, places and days of the week.</p> <p>Identify and use question marks and exclamation marks.</p>	<p>Secure the use of full stops, capital letters, exclamation marks and question marks.</p> <p>Use commas to separate items in a list.</p> <p>Use apostrophes for contracted forms e.g. <i>don't</i>, <i>can't</i>, <i>wouldn't</i>, <i>you're</i>, <i>I'll</i>.</p>	<p>Use the comma to separate clauses in complex sentences where the subordinate clause appears first, e.g. <i>Although it was raining, we decided not to take our coats.</i></p> <p>Use inverted commas to punctuate direct speech (speech marks).</p>	<p>Use commas after fronted adverbials.</p> <p>Use inverted commas and other punctuation to indicate direct speech e.g. <i>The tour guide announced, "Be back here at four o' clock."</i></p> <p>Use apostrophes for singular and plural possession e.g. the dog's bone and the dogs' bones.</p>	<p>Use commas to punctuate complex sentences.</p> <p>Demarcate complex sentences using commas in order to clarify meaning.</p> <p>Use commas to avoid ambiguity, e.g. <i>'Let's eat Grandma.'</i> and <i>'Let's eat, Grandma.'</i></p>	<p>Use ellipsis to link ideas between paragraphs.</p> <p>Identify and use semi-colons to mark the boundary between independent clauses e.g. <i>It is raining; I am fed up.</i></p> <p>Punctuate bullet points consistently.</p> <p>Identify and use colons to introduce a list.</p>



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			Use apostrophes for singular possession in nouns, e.g. <i>the girl's name</i> .			Identify and use commas to indicate parenthesis, e.g. <i>The house, lonely and abandoned, teetered on the edge of the cliff.</i>	Identify and use semi-colons within lists. Explore how hyphens can be used to avoid ambiguity e.g. <i>man eating shark</i> versus <i>man-eating shark</i> . Explore, collect and use question tags typical of informal speech and writing e.g. <i>"He's your friend, isn't he?"</i>
Grammar		<p>Make singular nouns plural using 's' and 'es' e.g. <i>dog, dogs; wish, wishes.</i></p> <p>Add suffixes to verbs where no spelling change is needed to the root word e.g. <i>helping, helped, helper.</i></p> <p>Add the prefix 'un' to verbs and adjectives to change the meaning e.g. <i>untie, unkind.</i></p>	<p>Select, generate and effectively use verbs.</p> <p>Explore the progressive form of verbs in the present tense (e.g. <i>she is drumming</i>) and past tense (e.g. <i>he was shouting</i>) to mark actions in progress.</p> <p>Use past tense for narrative, recount (e.g. <i>diary, newspaper report, biography</i>) historical reports.</p> <p>Use present tense for non-chronological reports and persuasive adverts.</p> <p>Select, generate and effectively use nouns.</p> <p>Add suffixes <i>ness</i> and <i>er</i> to create nouns e.g. <i>happiness, sadness, teacher, baker.</i></p> <p>Create compound words using nouns, e.g. <i>whiteboard</i> and <i>football</i>.</p> <p>Select, generate and effectively use adjectives.</p>	<p>Identify and select prepositions for where e.g. <i>above, below, beneath, within, outside, beyond.</i></p> <p>Select and generate adverbs e.g. <i>suddenly, silently, soon, next, eventually.</i></p> <p>Use perfect form of verbs using have and has to indicate a completed action e.g. <i>He has gone out to play (present perfect) instead of he went out to play (simple past).</i></p> <p>Use the determiner a or an according to whether the next word begins with a consonant or vowel e.g. <i>a rock, an open box.</i></p> <p>Explore and collect word families e.g. <i>medical, medicine, medicinal, medic, paramedic, medically</i> to extend vocabulary.</p> <p>Explore and collect nouns with prefixes <i>super, anti, auto.</i></p>	<p>Identify, select and use determiners including:</p> <ul style="list-style-type: none"> - articles: <i>a/an, the</i> - demonstratives: <i>this/that; these/those</i> - possessives: <i>my/your/his/her/its/our/their</i> - quantifiers: <i>some, any, no, many, much, every</i> <p>Identify, select and effectively use pronouns.</p> <p>Use nouns for precision, e.g. <i>burglar</i> rather than <i>man</i>, <i>bungalow</i> rather than <i>house</i>.</p> <p>Explore, identify, collect and use noun phrases e.g. <i>the crumbly cookie with tasty marshmallow pieces.</i></p> <p>Explore, identify and use Standard English verb inflections for writing e.g. <i>We were</i> instead of <i>we was</i>. <i>I was</i> instead of <i>I were</i>, <i>I did</i> instead of <i>I done</i>. <i>She saw it</i> instead of <i>she seen it</i>.</p>	<p>Use devices to build cohesion within a paragraph e.g. <i>firstly, then, presently, this, subsequently.</i></p> <p>Use expanded noun phrases to convey complicated information concisely, e.g. <i>carnivorous predators with surprisingly weak jaws and small teeth.</i></p> <p>Explore, collect and use modal verbs to indicate degrees of possibility e.g. <i>might, could, shall, will, must</i>.</p> <p>Explore, collect and use adverbs to indicate degrees of possibility e.g. <i>surely, perhaps, maybe, definitely, alternatively, certainly, probably.</i></p> <p>Use suffixes <i>-ate, -ise, -ify</i> to convert nouns and adjectives into verbs.</p> <p>Investigate verb prefixes e.g. <i>dis-, de-, re-, pre-, mis-, over-</i>.</p>	<p>Investigate and collect a range of synonyms and antonyms e.g. <i>mischievous, wicked, evil, impish, spiteful, well-behaved.</i></p> <p>Identify the subject and object of a sentence.</p> <p>Explore and investigate active and passive e.g. <i>I broke the window in the greenhouse versus the window in the greenhouse was broken.</i></p> <p>Explore, collect and use examples of the perfect form of verbs to mark relationships of time and cause e.g. <i>I had eaten lunch when you came (past perfect); She has eaten lunch already or I have eaten lunch already (present perfect); I will have eaten lunch by then (future perfect).</i></p> <p>Explore, collect and use vocabulary typical of formal and informal speech and writing e.g. <i>find out – discover, ask for – request, go in – enter.</i></p>



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<p>Composition, Effect and Text Structure</p>	<p>Orally plan and rehearse ideas.</p> <p>Sequence ideas and events in narrative and non-fiction.</p> <p>Use familiar plots for structuring the opening, middle and end of their stories.</p> <p>Orally compose every sentence before writing.</p> <p>Re-read every sentence to check it makes sense.</p> <p>Compose and sequence their own sentences to write short narratives.</p> <p>Compose and sequence their own sentences to write short non-fiction texts, e.g. <i>recounts, information texts, instructions</i>.</p> <p>Use formulaic phrases to open and close texts.</p> <p>Write in different forms with simple text type features e.g. <i>instructions, narratives, recounts, poems, information texts</i>.</p>	<p>Plan and discuss what to write about e.g. <i>story mapping, collecting new vocabulary, key words and ideas</i>.</p> <p>Orally rehearse each sentence prior to writing.</p> <p>Develop a positive attitude to writing.</p> <p>Develop stamina for writing in order to write at length.</p> <p>Write about real and fictional events.</p> <p>Write simple poems based on models.</p> <p>Make simple notes from non-fiction texts, e.g. highlighting and noting key words.</p> <p>Use specific text type features to write for a range of audiences and purposes e.g. <i>to instruct, inform, entertain, explain, discuss, persuade</i>.</p>	<p>Read and analyse narrative, non-fiction and poetry in order to plan and write their own versions.</p> <p>Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry.</p> <p>Discuss and record ideas for planning using a range of formats, e.g. <i>chunking a plot, story maps, flow charts, boxing up</i>.</p> <p>Create and develop settings and characters for narrative.</p> <p>Improvise, create and write dialogue.</p> <p>Create and develop plots based on a model.</p> <p>Generate and select from vocabulary banks e.g. <i>noun phrases, powerful verbs, technical language, synonyms for said</i> appropriate to text type.</p>	<p>Read and analyse narrative, non-fiction and poetry in order to plan their own versions.</p> <p>Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry.</p> <p>Discuss and record ideas for planning e.g. <i>story mountain, text map, non-fiction bridge, story board, boxing-up text types to create a plan</i>.</p> <p>Develop settings and characterisation using vocabulary to create emphasis, humour, atmosphere, suspense.</p> <p>Plan and write an opening paragraph which combines setting and character/s.</p> <p>Improvise and compose dialogue, demonstrating their understanding of Standard and non-Standard English.</p>	<p>Identify the audience and purpose.</p> <p>Select the appropriate language and structures. Use similar writing models.</p> <p>Note and develop ideas. Draw on reading and research.</p> <p>Think how authors develop characters and settings (in books, films and performances).</p> <p>Select <i>appropriate</i> structure, vocabulary and grammar.</p> <p>Blend action, dialogue and description within and across paragraphs.</p> <p>Use different sentence structures with increasing control (see VGP).</p> <p>Use devices to build cohesion (see VGP).</p> <p>Use organisation and presentational devices e.g. <i>underlining, bullet points, headings</i>.</p>	<p>Identify audience and purpose.</p> <p>Choose appropriate text-form and type for all writing.</p> <p>Select the appropriate structure, vocabulary and grammar.</p> <p>Draw on similar writing models, reading and research.</p> <p>Compare how authors develop characters and settings (in books, films and performances).</p> <p>Use a range of planning approaches e.g. <i>storyboard, story mountain, discussion group, post-it notes, ICT story planning</i>.</p> <p>Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact.</p> <p>Select appropriate register for formal and informal purposes, e.g. a speech for a debate</p>	



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		<p>Discuss their writing with adults and peers.</p> <p>Read aloud their writing audibly to adults and peers.</p>	<p>Edit and improve own writing in relation to audience and purpose.</p> <p>Evaluate their writing with adults and peers.</p> <p>Proofread to check for errors in spelling, grammar and punctuation.</p> <p>Proofread to check for correct form of verbs within sentences, e.g. correcting <i>he walking to the shop</i> to <i>he walked to the shop</i>.</p> <p>Read aloud their writing with intonation to make the meaning clear.</p>	<p>Use different sentence structures (see VGP).</p> <p>Group related material into paragraphs.</p> <p>Use headings and sub headings to organise information.</p> <p>Proofread to check for errors in spelling, grammar and punctuation in own and others' writing.</p> <p>Discuss and propose changes with partners and in small groups.</p> <p>Improve writing in the light of evaluation.</p> <p>Use appropriate intonation, tone and volume to present their writing to a group or class.</p>	<p>Generate and select from vocabulary banks e.g. <i>adverbial phrases, technical language, persuasive phrases, alliteration</i>. Use different sentence structures (see VGP).</p> <p>Use paragraphs to organise writing in fiction and non-fiction texts.</p> <p>Use organisational devices in non-fiction writing, e.g. <i>captions, text boxes, diagram, lists</i>.</p> <p>Link ideas across paragraphs using fronted adverbials for when and where e.g. <i>Several hours later...</i>, <i>Back at home...</i></p> <p>Proofread to check for errors in spelling, grammar and punctuation.</p> <p>Discuss and propose changes to own and others' writing with partners/small groups.</p> <p>Improve writing in light of evaluation.</p> <p>Use appropriate intonation, tone and volume to present their writing to a range of audiences.</p>	<p>Assess the effectiveness of own and others' writing in relation to audience and purpose.</p> <p>Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.</p> <p>Ensure consistent and correct use of tense throughout a piece of writing.</p> <p>Ensure consistent subject and verb agreement.</p> <p>Proofread for spelling and punctuation errors.</p> <p>Use appropriate intonation, volume and movement when performing to ensure meaning is clear.</p>	<p>(formal), dialogue within narrative (formal or informal), text message to a friend (informal).</p> <p>Blend action, dialogue and description within sentences and paragraphs to convey character and advance the action e.g. <i>Tom stomped into the room, flung down his grubby, school bag and announced, through gritted teeth, "It's not fair!"</i></p> <p>Consciously control the use of different sentence structures for effect.</p> <p>Use a wide range of devices to build cohesion within and across paragraphs.</p> <p>Deviate narrative from linear or chronological sequence e.g. <i>flashbacks, simultaneous actions, time-shifts</i>. Combine text-types to create hybrid texts e.g. <i>persuasive speech</i>.</p> <p>Evaluate, select and use a range of organisation and presentational devices to structure text for different purposes and audiences e.g. <i>headings, sub-headings, columns, bullet points, tables</i>.</p> <p>Find examples of where authors have broken conventions to achieve specific effects and use similar techniques in own writing – e.g. <i>repeated use of 'and' to convey tedium, one word sentence</i>.</p> <p>Make conscious choices about techniques to engage the reader including appropriate tone and style e.g. <i>rhetorical</i></p>
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							<p><i>questions, direct address to the reader.</i></p> <p>Use active and passive voice to achieve intended effects e.g. <i>formal reports, explanations and mystery narrative.</i></p> <p>Précis longer passages.</p> <p>Reflect upon the effectiveness of writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning.</p> <p>Proofread for grammatical, spelling and punctuation errors.</p> <p>Use appropriate and effective intonation, volume, gesture and movement to enhance meaning.</p> <p>Encourage and take account of audience engagement.</p>
Spelling	<p>Use their phonic knowledge to write words in ways which match their spoken sounds.</p> <p>Write some irregular common words</p> <p>Some words are spelt correctly and others are phonetically plausible.</p>	<p>Spell words using the 40+ phonemes already taught, including making phonically plausible attempts at more complex words.</p> <p>Spell words with the sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck, e.g. <i>off, well, miss, buzz, back.</i></p> <p>Spell words with the /nk/sound spelt n before k, e.g. <i>bank, think.</i></p> <p>Divide words into syllables, e.g. <i>pocket.</i></p> <p>Spell words with -tch, e.g. <i>catch, fetch, kitchen, notch, hutch.</i></p> <p>Spell words with the /v/ sound at the end of words, e.g. <i>have, live, give.</i></p> <p>Add s and es to words, e.g. <i>thanks, catches.</i></p> <p>Add the endings -ing, -ed and -er to verbs where no change is needed to the root word.</p>	<p>Previous years and: Segment spoken words into phonemes and represent these by graphemes, spelling many correctly.</p> <p>Learn new ways of spelling phonemes for which one or more spellings are already known.</p> <p>Learn to spell common exception words.</p> <p>Learn to spell more words with contracted forms, e.g. <i>can't, didn't, hasn't, couldn't, it's, I'll.</i></p> <p>Learn the possessive apostrophe (singular), e.g. <i>the girl's book.</i></p> <p>To spell correctly, distinguish between homophones (e.g. <i>here and hear; sea and see; bear and bare; night and knight</i>) and near-homophones (e.g. <i>quite and quiet; one and won; are and our</i>).</p>	<p>Previous years and: Use further prefixes <i>dis_, mis_, re_</i>, and suffixes <i>_ly, _ous</i>, and understand how to add them.</p> <p>Add suffixes beginning with vowel letters to words of more than one syllable.</p> <p>Spell homophones and near homophones.</p> <p>Spell words containing the /ʌ/ sound spelt ou, e.g. <i>young, touch, double</i></p> <p>Spell words with endings sounding like /ure/ e.g. <i>treasure, enclosure, pleasure.</i></p> <p>Spell words with endings sounding like or /ture/, e.g. <i>creature, furniture, adventure.</i></p> <p>Spell words with the /ei/ sound spelt ei, eigh, or ey, e.g. <i>vein, weigh, eight, neighbour, they, obey</i></p> <p>Identify and spell irregular past tense verbs, e.g. <i>send</i></p>	<p>Previous years and: Use further prefixes, e.g. <i>in-, im-, ir-, sub-, inter-, super-, anti-, auto-</i>.</p> <p>Use further suffixes, e.g. <i>-ation, -tion, -sion, -cian.</i></p> <p>Investigate what happens to words ending in f when suffixes are added, e.g. <i>calf/calves.</i></p> <p>Identify and spell words with the /k/ sound spelt ch (Greek in origin), e.g. <i>scheme, chorus.</i></p> <p>Identify and spell words with the /ʒ/ sound spelt ch (mostly French in origin), e.g. <i>chef, chalet, machine.</i></p> <p>Identify and spell words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin), e.g. <i>tongue, antique.</i></p> <p>Identify and spell words with the /s/ sound spelt sc (Latin in origin), e.g. <i>science, scene.</i></p>	<p>Previous years and: Investigate verb prefixes e.g. <i>dis-, re-, pre-, mis-, over-</i>.</p> <p>Recognise and spell words ending in <i>-ant, -ance/-ancy, -ent, -ence/-ency.</i></p> <p>Recognise and spell words ending in <i>-able</i> and <i>-ible</i>.</p> <p>Recognise and spell words ending in <i>-ably</i> and <i>-ibly</i>.</p> <p>Recognise and spell words with the /i:/ sound spelt ei after c, e.g. <i>deceive, receive.</i></p> <p>Recognise and spell words containing the letter-string <i>ough</i>.</p> <p>To recognise and spell the suffixes <i>-al-, -ary-, -ic.</i></p> <p>To spell further suffixes, e.g. <i>ll in full becoming l.</i></p> <p>Spell some words with 'silent' letters, e.g. <i>knight, psalm, solemn.</i></p> <p>To spell unstressed vowels in polysyllabic words.</p>	<p>Previous years and: Recognise and spell endings spelt <i>-cious</i> or <i>-tious</i>.</p> <p>Recognise and spell -cial endings e.g. <i>official, partial.</i></p> <p>Investigate adding suffixes beginning with vowel letters to words ending in <i>-fer</i>, e.g. <i>referring, reference.</i></p> <p>Investigate use of the hyphen.</p> <p>Investigate and use further prefixes, e.g. <i>bi- trans- telecircum-</i>.</p> <p>Distinguish between homophones and other words that are often confused.</p> <p>Identify root words, derivations and spelling patterns as a support for spelling.</p> <p>Be secure with all spelling rules previously taught.</p> <p>Use a number of different strategies interactively in order to spell correctly.</p> <p>Develop self-checking and proof-checking strategies,</p>



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Writing Progression



		<p>Add –er and –est to adjectives where no change is needed to the root word.</p> <p>Spell words with vowel digraphs.</p> <p>Spell words with vowel trigraphs.</p> <p>Spell words ending –y (/i:/ or /I/), e.g. <i>happy</i>.</p> <p>☑ Spell words with new consonant spellings ph and wh, e.g. <i>dolphin, wheel</i>.</p> <p>Spell words using k for the /k/ sound, e.g. <i>Kent</i>.</p> <p>Add the prefix –un.</p> <p>Spell compound words, e.g. <i>farmyard, bedroom</i>.</p> <p>Spell common exception words for Year 1.</p> <p>Spell days of the week.</p> <p>Name the letters of the alphabet in order.</p> <p>Use letter names to distinguish between alternative spellings of the same sound.</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>Add suffixes <i>ness</i> and <i>er</i> e.g. <i>happiness, sadness, teacher, baker</i>.</p> <p>Add suffix <i>ment</i> to spell longer words, e.g. <i>enjoyment</i>.</p> <p>Add suffixes <i>ful</i> and <i>less</i> e.g. <i>playful, careful, carelessness, hopeless</i>.</p> <p>Use suffixes <i>er</i> and <i>est</i> e.g. <i>faster, fastest, smaller, smallest</i>.</p> <p>Use suffix <i>ly</i> e.g. <i>slowly, gently, carefully</i>.</p> <p>Spell words with:</p> <ul style="list-style-type: none"> - the /dʒ/ sound spelt as ge and dge at the end (e.g. <i>age, badge</i>), and spelt as g elsewhere (e.g. <i>magic, giant</i>). - the /s/ sound spelt c before e, i and y, e.g. <i>ice, cell</i> - the /n/ sound spelt kn and gn at the beginning, e.g. <i>knee, gnat</i>. - the /r/ sound spelt wr at the beginning e.g. <i>wrote, wrong</i>. - the /l/ or /el/ sound spelt –le at the end of words, e.g. <i>table, apple</i>. - the /l/ or /el/ sound spelt –el at the end of words, e.g. <i>camel, tunnel</i>. - the /l/ or /el/ sound spelt –al at the end of words, e.g. <i>pedal, capital</i>. 	<p>/sent, hear / heard, think/ thought</p> <p>Identify and spell irregular plurals, e.g. <i>goose/ geese, woman/women, potato /es</i></p> <p>Use the first two letters of a word to check its spelling in a dictionary.</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. Spell words from the Year 3 list (selected from the statutory Year 3/4 word list).</p>	<p>Understand how diminutives are formed using e.g. suffix -ette and prefix mini-.</p> <p>Investigate ways in which nouns and adjectives can be made into verbs by the use of suffixes e.g. <i>pollen</i> (noun) and –ate = <i>pollinate</i> (verb).</p> <p>The /l/ sound spelt y elsewhere than at the end of words, e.g. <i>myth, gym, Egypt</i>.</p> <p>Use the first three letters of a word to check its spelling in a dictionary.</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p> <p>Explore and use the possessive apostrophe, e.g. <i>boy's books</i> (books belonging to a boy) and <i>boys' books</i> (books belonging to more than one boy).</p> <p>Spell words from the Year 4 list (selected from the statutory Year 3/4 word list).</p>	<p>Develop self-checking and proof reading strategies.</p> <p>Spell words that they have not yet been taught by using what they have learnt about how spelling works in English.</p> <p>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</p> <p>Use a thesaurus.</p> <p>Spell words from the Year 5 list (selected from the statutory Year 5/6 word list).</p>	<p>including the use of a dictionary and thesaurus.</p> <p>☑ Spell words from the Year 6 list (selected from the statutory Year 5/6 word list).</p>
<p>Handwriting</p>	<p>Handle equipment and tools effectively, including pencils for writing.</p>	<p>Sit correctly at a table and hold a pencil correctly.</p> <p>Hold a pencil with an effective grip.</p> <p>Form lower-case letters correctly – <i>starting and finishing in the right place, going the right way round, correctly oriented</i>.</p> <p>Form digits 0-9 correctly.</p> <p>Practise forming letters in handwriting families: - 'Long ladders' – i, j, l, t, u,</p>	<p>Form lower-case letters of the correct size relative to one another.</p> <p>Orientate capital letters correctly.</p> <p>Use capital letters appropriately e.g. <i>not always writing A as a capital, not using capitals within words</i>.</p> <p>Write capital letters and digits of the correct size relative to one another and to lower case letters.</p>	<p>Form and use the four basic handwriting joins.</p> <p>Write legibly.</p>	<p>Use a joined style throughout their independent writing.</p> <p>Write with consistency in size and proportion of letters, e.g. <i>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</i>.</p>	<p>Write fluently using a joined style as appropriate for independent writing.</p> <p>Choose when it is appropriate to print (lower case or upper case) rather than to join writing e.g. <i>printing for labelling a scientific diagram or data, filling in a form, writing an e mail address</i>.</p>	<p>Write, using a joined style, with increasing speed.</p> <p>Choose the writing implement that is best suited for a task e.g. <i>pencil for quick notes, handwriting pen for letters, marker pens for posters</i>.</p>



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Writing Progression



		<p>- 'One armed robots' – b, h, m, n p, r</p> <p>- 'Curly caterpillars' – c, a, d, e, g, o, q, f, s</p> <p>- Zig-zag letters – k, v, w, x, y, z</p> <p>Have clear ascenders (<i>'tall letters'</i>) and descenders (<i>'tails'</i>).</p> <p>Form capital letters correctly.</p>	<p>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 unjoined.</p> <p>Use spacing between words which reflects the size of the letters.</p>				
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