

Year Group	Spelling	Punctuation	Grammar	Handwriting	Composition	Writing genres
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EYFS Preamble	Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest					
R	<p>Children use their phonic knowledge to write words in ways which match their spoken sounds.</p> <p>They also write some irregular common words</p> <p>Some words are spelt correctly and others are phonetically plausible.</p>				They write simple sentences which can be read by themselves and others.	<p>Children are given opportunities to write for a range of purposes, related to their learning and play</p> <p>Children learn the features of the following text types and are able to produce their own examples of these:</p> <ul style="list-style-type: none"> - Lists, signs and captions - nursery rhymes - stories with repeating patterns.
Year 1 NC preamble	<p>During year 1, teachers should build on work from the Early Years Foundation Stage, making sure that pupils can sound and blend unfamiliar printed words quickly and accurately using phonic knowledge and skills they have already learnt. The understanding that the letter(s) on the page represent the sounds in spoken words should underpin pupils’ reading and spelling of all words. This includes common words containing unusual GPCs. The term “common exception words” is used throughout the programmes of study for such words.</p> <p>Pupils’ writing during year 1 will generally develop at a slower pace than their reading. This is because they need to encode the sounds they hear in words (spelling skills), develop the physical skill needed for handwriting, and learn how to organise their ideas in writing.</p> <p>Teachers should ensure that their teaching develops pupils’ oral vocabulary as well as their ability to understand and use a variety of grammatical structures, giving particular support to pupils whose oral language skills are insufficiently developed.</p>					

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1	<p>Spell: words containing each of the 40+ phonemes already taught.</p> <p>common exception words: the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our</p> <p>the days of the week (with capital letters)</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>all letters of the alphabet and the sounds which they most commonly represent</p> <p>consonant digraphs which have been taught and the sounds which they represent.</p> <p>vowel digraphs which have been taught and the sounds which they represent (ai, oi, ay, oy, a-e, e-e, i-e, o-e, u-e, ar, ee, ea, er, ir, ur, oo, oa, oe, ou, ow, ue, ew, ie, igh, or, ore, aw, au, air, ear, are</p> <p>the process of segmenting spoken words into sounds before choosing graphemes to represent the sounds.</p>	<p>Children begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</p> <p>Children use a capital letter for the names of people, places, the days of the week and the personal pronoun "I"</p> <p>Children learn to read their work up to the sentence punctuation to check that this is correct.</p>	<p>Children join words and clauses using and.</p> <p>Children understand and use the following terms: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.</p> <p>Children learn to read their writing out loud to check that it is grammatically correct.</p>	<p>Children should be taught to sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>Children begin to form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Children can form capital letters</p> <p>Children can form the digits 0-9, ensuring digits are in the correct direction.</p> <p>Children understand which letters</p>	<p>Children write sentences by saying out loud what they are going to write about.</p> <p>They compose a sentence orally before writing it.</p> <p>Children sequence sentences to form short narratives.</p> <p>They re-read what they have written to check that it makes sense.</p> <p>Children are able to discuss what they have written with the teacher or other pupils.</p>	<p>Children learn the features of the following text types and are able to produce their own examples of these:</p> <p>-traditional tales,</p> <p>- instructions</p> <p>- poetry (writing their own version of a simple, given structure).</p>

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<p>words with adjacent consonants</p> <p>add prefixes and suffixes: using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs (e.g. catches)</p> <p>using the prefix un-</p> <p>using -ing, -ed, -er and -est where no change is needed in the spelling of root words (for examples helping, helped, helper)</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>The sounds /f/, /l/, /s/, /z/ and /k/ spely ff, ll, ss, zz and ck</p> <p>The /n/ sound spelt n before k (e.g. think)</p> <p>division of words into syllables.</p> <p>-tch (e.g. catch) and exceptions such as much</p> <p>The /v/ sound at the end of words (e.g. give)</p> <p>words ending in -y</p> <p>new consonant spellings ph and wh</p>			<p>belong to which handwriting “families” i.e. letters that are formed in similar ways and practice these.</p> <p>Left handed pupils should receive specific teaching to meet their needs.</p> <p>Children can read aloud their writing clearly enough to be heard by their peers and the teacher.</p> <p>Children leave spaces between words.</p> <p>Children should be encouraged to</p>	<p>Children understand the processes essential to writing: thinking aloud as they collect ideas, drafting, re-reading to check their meaning is clear.</p> <p>As the year progresses, children are frequently given opportunities to write a length, beginning to write paragraph-sized sections about the same topic.</p> <p>Children to use adjectives to add detail to their ideas.</p>	
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	<p>using k for the /k/ sound</p> <p>compound words (joining two words together to make a new word e.g. football)</p> <p>misspellings of words that pupils have been taught to spell should be corrected, other misspelt words should be used to teach pupils about alternative ways of representing those sounds.</p>			<p>join up through teacher modelling.</p>		
Year 2 NC Preamble	<p>In writing, pupils at the beginning of year 2 should be able to compose individual sentences orally and write them down. They should be able to spell correctly many of the words covered in year 1. They should also be able to make phonically plausible attempts to spell words they have not yet learnt. Finally, they should be able to form individual letters correctly, so establishing good handwriting habits from the beginning.</p> <p>It is important to recognise that pupils begin to meet extra challenges in terms of spelling during year 2. Increasingly, they should learn that there is not always an obvious connection between the way a word is said and the way it is spelt. Variations include different ways of spelling the same sound, the use of so-called silent letters and groups of letters in some words and, sometimes, spelling that has become separated from the way words are now pronounced, such as the “le” ending in table. Pupils’ motor skills also need to be sufficiently advanced for them to write down ideas that they may be able to compose orally. In addition, writing is intrinsically harder than reading: pupils are likely to be able to read and understand more complex writing (in terms of its vocabulary and structure) than they are capable of producing themselves.</p>					
	Spelling	Punctuation	Grammar	Handwriting	Composition	Writing genres
2	<p>Pupils should be taught to spell by: 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 (there, their, they’re, here, hear, quite, quiet, sea, see, bear, bare, one, won, sun, son, to, too, two, be, bee, blue, blue, night, knight)</p>	<p>Children learn how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question</p>	<p>Children re-read their writing to check that verbs indicating time are used correctly and consistently, including verbs in the continuous form.</p>	<p>Children can form lower-case letters of the correct size relative to one another.</p> <p>Children start using some of the</p>	<p>Children can write narratives about personal experiences and those of others (real and fictional) related to their Power of Reading text.</p> <p>Children can write about real</p>	<p>Children learn the features of the following text types and are able to produce their own examples of these:</p> <p>- Narrative story</p>

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<p>learn to spell common exception words: door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas</p> <p>learn to spell more words with contracted forms.</p> <p>learning the possessive apostrophe (singular) e.g. the girl's book</p> <p>distinguishing between homophones and near-homophones</p> <p>add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly</p> <p>the sound spelt gd and dge at the end of words and sometimes spelt as g elsewhere in words before e, i and y</p> <p>The /s/ sound spelt c before e, i and y</p> <p>The /n/ sound spelt kn and gn at the beginning of words</p> <p>The /r/ sound spelt wr at the beginning of words</p> <p>The /l/ or /el/ sound spelt -le at the end of words.</p>	<p>marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</p>	<p>Children learn how to use sentences with different forms: statement, question, exclamation, command</p> <p>Children can use expanded noun phrases to describe and specify.</p> <p>Children use the present and past tenses correctly and consistently, using the progressive form.</p> <p>Children can use subordination (using when, if, that or because) and co-ordination (using and, or and but)</p>	<p>diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined (e.g. r)</p> <p>Children write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p>	<p>events using a range of text types.</p> <p>Children can write poetry in response to annual events and their Power of Reading text.</p> <p>Children can write for different purposes.</p> <p>Children plan or say out loud what they are going to write about.</p> <p>They write down ideas and/or key words, including new vocabulary</p> <p>Children plan, encapsulating what they want to say, sentence by sentence.</p>	<p>structures (stories from around the world)</p> <ul style="list-style-type: none"> - Letters - Diaries - Non-chronological reports - Rhyming poetry.
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<p>The /l/ or /el/ sound spelt -el at the end of words</p> <p>The /l/ or /el/ sound spelt -al at the end of words</p> <p>Words ending -il</p> <p>The /l/ sound spelt -y at the end of words (e.g. dry_</p> <p>Adding -es to nouns and verbs ending in -y</p> <p>Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it (e.g. copied)</p> <p>Adding the endings -ing, -er, -ed, -est and -y to words ending in -e with a consonant before it (e.g. hike – hiking, hiked)</p> <p>Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter (e.g. pat – patting)</p> <p>The (or) sound spelt a before l and ll (e.g. ball)</p> <p>The (u) sound spelt o (e.g. mother)</p> <p>The (E) sound spelt -ey (e.g. monkey)</p> <p>The (o) sound spelt a after w and qu (e.g. watch)</p> <p>The (er) sound spelt or after w (e.g. work)</p> <p>The (or) sound spelt ar after w (e.g. war)</p>		<p>Children use some features of written Standard English</p> <p>Children understand and use the following terms: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense, past, present, apostrophe, comma</p>	<p>Children use spacing between words that reflects the size of the letters.</p> <p>Children should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.</p>	<p>Children evaluate their writing with the teacher and other pupils.</p> <p>They re-read to check that their writing makes sense.</p> <p>Children proof-read to check for errors in spelling, grammar and punctuation.</p> <p>Children read aloud what they have written with appropriate intonation to make the meaning clear.</p> <p>Children understand the process of writing: thinking aloud to collect ideas, planning (increasingly using written formats),</p>	
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	<p>The (sh) sound spelt s (e.g. television)</p> <p>words ending in -tion</p> <p>Introduction of Have a go strategies – segmentation, using a GPC chart, word sort, which one looks right?</p> <p>Children begin checking spellings whilst proof-reading their writing using word banks and other resources (increasing in the range of resources throughout the year.</p> <p>Check writing for common exception spelling errors</p> <p>Children learn and practice the following spelling strategies: identifying the tricky part of a word, segmentation, look, say, cover, write, check, rainbow write, saying the word in a funny way. See No Nonsense Spelling Pathway for more detailed information on termly breakdown.</p>				<p>drafting and re-reading to check their meaning is clear.</p> <p>Children draw on and use new vocabulary from their reading, their discussions about it and from their wider experience.</p>	
<p>Year 3 NC Preamble</p>	<p>Pupils should be able to write down their ideas with a reasonable degree of accuracy and with good sentence punctuation. Teachers should therefore be consolidating pupils’ writing skills, their vocabulary, their grasp of sentence structure and their knowledge of linguistic terminology. Teaching them to develop as writers involves teaching them to enhance the effectiveness of what they write as well as increasing their competence. Teachers should make sure that pupils build on what they have learnt, particularly in terms of the range of writing and the more varied grammar, vocabulary and narrative structures from which they can draw to express their ideas. Pupils should be beginning to understand how writing can be different from speech. Joined handwriting should be the norm; pupils should be able to use it fast enough to keep pace with what they want to say.</p> <p>Pupils’ spelling of common words should be correct, including common exception words and other words that they have learnt. Pupils should spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology.</p>					

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3	<p>See No Nonsense Spelling Pathway for more detailed information on termly breakdown.</p> <p>Prefixes and suffixes: pre-, dis-, mis-, re-, sub-, tele-, super-, auto-, -less, -ly, /A/ sound spelt ei, eigh or ey</p> <p>The /l/ sound spelt y</p> <p>words ending in a /g/ sound spelt gue or /k/ spelt que</p> <p>the /s/ sound spelt ch (mostly French in origin)</p> <p>The /k/ sound spelt ch (Greek in origin)</p> <p>The /i/ sound spelt y (e.g. gym)</p> <p>The /u/ sound spelt ou (e.g. touch)</p> <p>Homophones: break/brake, great/grate,</p>	<p>Introduction of inverted commas to punctuation direct speech.</p> <p>Children indicate possession using the possessive apostrophe with plural nouns. Demarcate with increasing security, including capital letters, full stops, question marks and exclamation marks; commas to separate items in a list.</p>	<p>Use the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or vowel.</p> <p>Express time, place and cause using conjunctions e.g. when, because, after, while, so, because. Use coordinating and simple subordinating conjunctions to join clauses.</p> <p>Identify and use a range of prepositions.</p> <p>Introduction of paragraphs as a way to group related material.</p> <p>Usually use the past or present tense appropriately.</p> <p>Use of the present perfect form of verbs instead of the simple past (e.g. He has gone out to play instead of He went out to play).</p>	<p>Writing is legible and joined.</p> <p>Children 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.</p> <p>Letters are gaining in consistency of size and formation. Capital letters are the correct size relative</p>	<p>In non-narrative material, use simple organisational devices: use of headings and sub-headings to aid presentation.</p> <p>Write to suit a given purpose and show some of the features of the genre being taught.</p> <p>Children compose and rehearse sentences orally (including dialogue).</p> <p>Children talk about initial ideas in order to plan and draft before writing.</p> <p>With support, organise sections broadly, around a theme.</p> <p>Create chronological narratives; write in sequence. Write simple beginning, middle and end.</p> <p>Describe characters, setting and plot in a simple way, with some interesting details.</p>	<p>Children discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>Children learn the features of the following text types and are able to produce their own examples of these:</p> <ul style="list-style-type: none"> - Explanation - newspaper - recount - roman myths - plays - performance - poetry

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<p>eight/ate, weight/wait, son/sun, here/hear, knot/not, meat/meet, heal/heel/he'll, plane/plain, grown/groan, rein/rain/reign</p> <p>To begin to learn to spell the words from the Year 3 and 4 list.</p> <p>Proofreading – checking after writing the spelling of common exception and tricky words.</p> <p>checking after writing the spelling of words in personal spelling list.</p> <p>Introduction of word families based on common words, showing how words are related in form and meaning (e.g. solve, solution, solver)</p> <p>Write from memory simple sentences, dictated by the teacher,</p>		<p>Children are able to use fronted adverbials.</p>	<p>to lower case.</p> <p>Writing is spaced sufficiently so that the ascenders and descenders of letters do not touch.</p>	<p>Evaluate their own and other's writing, with direction; re-read and check own writing; make changes.</p> <p>Children proof-read for spelling and punctuation errors.</p>	
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	that includes words and punctuation taught so far.					
Year 4 NC preamble	As for Year 3					
	Spelling	Punctuation	Grammar	Handwriting	Composition	Writing genres
4	<p>The /g/ sound spelt gu</p> <p>Words with the /s/ sound spelt sc</p> <p>Words ending in /ure/ e.g. treasure</p> <p>Words ending in /ture/ e.g. creature</p> <p>Endings that sound like /shun/ spelt -tion, -ssion, -cian</p> <p>Endings that sound like /zhun/ spelt -sion e.g. division</p> <p>Prefixes in-, il-, im-, ir, anti-, inter-</p> <p>Suffixes beginning with vowel letters to words of more than one syllable -ing, -er, -en, -ed</p> <p>Suffix -ation</p> <p>Suffix -ly including exceptions e.g. y changed to I, le ending changed to ly, ic changed to -ally</p>	<p>Children use commas after fronted adverbials.</p> <p>Children use sentence demarcation with accuracy, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists and for fronted adverbials; apostrophes for</p>	<p>Children vary their sentence openers, changing the pronoun or with a fronted adverbial.</p> <p>Children use expanded noun phrases and adverbial phrases to expand sentences.</p> <p>Children identify and use the correct determiner e.g. a, an, those, these for</p>	<p>Writing is legible and joined.</p> <p>Children improve the consistency and quality of their handwriting ensuring that downstrokes of letters are parallel and equidistant.</p>	<p>Children discuss and develop initial ideas in order to plan and draft before writing.</p> <p>Children are able to plan using a variety of planning formats.</p> <p>Children write to suit a purpose with a growing awareness of the audience, using appropriate features of the text type and to engage the reader.</p> <p>Children build a varied and rich vocabulary and use an increasing range of sentence structures in their writing (including sentences with more than one clause)</p> <p>Children are able to describe characters, settings and plot with some interesting details.</p> <p>Children organise writing into paragraphs around a theme.</p>	<p>Children learn the features of the following text types and are able to produce their own examples of these:</p> <ul style="list-style-type: none"> - Stories with a historical setting (WW2, Ancient Egypt) - Non-Chronological Reports (KS2 level) - Diaries (KS2 level) - Different forms of poetry.

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	<p>Suffix -ous</p> <p>Homophones: peace/piece, main/mane, fair/fare, scene/seen, male/mail, ball/bawl, whether/weather, whose/who's, missed/mist, medal/meddle, team/teem</p> <p>Spell words in the Year 3/4 spelling appendix.</p> <p>The possessive apostrophe with singular proper nouns (of all word endings)</p> <p>Possessive apostrophe with plurals</p> <p>Modelling further proofreading strategies including use of a dictionary</p> <p>Continue to learn the words from the Year 3/4 word list.</p> <p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words.</p> <p>See No Nonsense Spelling Pathway for more detailed information on termly breakdown.</p>	<p>contraction and possession; inverted commas.</p>	<p>Children use the past or present tense and the 1st/3rd person consistently.</p>		<p>Children use dialogue in narrative writing (although the balance between dialogue and narrative may be uneven at this point).</p> <p>Children can propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Children 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>Children are able to evaluate their own and others' writing; proof read, edit and revise.</p>	
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	Write from memory, simple dictated sentences which include familiar GOCs, common exception words and punctuation.					
Year 5 NC Preamble	<p>Pupils should be able to write down their ideas quickly. Their grammar and punctuation should be broadly accurate. Pupils' spelling of most words taught so far should be accurate and they should be able to spell words that they have not yet been taught by using what they have learn about how spelling works in English.</p> <p>During years 5 and 6, teachers should continue to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading and writing. Pupils' knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, will support their increasing fluency as readers, their facility as writers, and their comprehension. As in years 3 and 4, pupils should be taught to enhance the effectiveness of their writing as well as their competence.</p> <p>It is essential that pupils whose decoding skills are poor...as far as possible, these pupils should follow the upper key stage 2 programme of study in terms of listening to books and other writing that they have not come across before, hearing and learning new vocabulary and grammatical structures, and having a chance to talk about all of these.</p>					
5	Spelling	Punctuation	Grammar	Handwriting	Composition	Writing genres
	<p>Children learn to spell:</p> <p>Words with "silent" letters</p> <p>Children begin to use morphology and etymology to support spelling and development of vocabulary.</p> <p>Words with the letter string -ough</p> <p>Words ending in -able and -ible Words ending in -ably and -ibly</p> <p>Homophones: aisle/isle, aloud/allowed, effect/affect, herd/heard, past/passed, alter/altar, led/lead, steal/steel,</p>	<p>Children are able to proof-read for spelling and punctuation errors.</p> <p>Use commas to clarify meaning or avoid ambiguity.</p> <p>Use brackets, dashes or commas to</p>	<p>Children ensure the correct and consistent use of tense throughout a piece of writing.</p> <p>Children ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing.</p>	<p>Writing is legible and becoming increasingly fluent (quality may not be maintained at speed).</p> <p>Children make choices about which shape of a letter to use and decide</p>	<p>Children can use a thesaurus.</p> <p>Children note and develop initial ideas, drawing on reading and research where necessary.</p> <p>Children plan their writing using a variety of planning formats.</p> <p>Children write to suit a purpose and with a growing awareness of audience, using appropriate features for the text type.</p> <p>Narrative writing may include humour or suspense.</p>	<p>Children learn the features of the following text types and are able to produce their own examples of these:</p> <ul style="list-style-type: none"> - Greek Myths - Persuasion - Narrative poetry

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<p>cereal/serial, father/farther, guessed/guest, morning/mourning, who's/whose</p> <p>Words containing a hyphen</p> <p>Children can use a dictionary to support their learning about word roots, derivations and spelling patterns.</p> <p>Children can use a dictionary to check words, referring to the first three or four letters.</p> <p>Children can use a dictionary to create collections of words with common roots.</p> <p>Children will learn how to extend base words using word families.</p> <p>Children begin learning words from the Year 5/6 word list.</p> <p>Children extend their sources for checking spelling after writing to include spell checks, environmental print and spelling partners.</p> <p>Children can extend their knowledge of spelling strategies to high-frequency words and cross-</p>	<p>indicate parenthesis</p> <p>Use a colon to introduce a list.</p> <p>Children can punctuate bullet points consistently.</p>	<p>Begin to recognise and use the active and passive voice.</p> <p>Children use modal verbs or adverbs to indicate degrees of possibility.</p> <p>Children use relative clauses beginning with who, which, where, when, whose, that or with an implied (omitted) pronoun). Use the perfect form of verbs to mark relationships of time and cause.</p>	<p>whether or not to join specific letters.</p> <p>Children can use an unjoined style for specific purposes e.g. labelling a diagram or data, writing an email address, algebra and capital letters, for filling in a form.</p> <p>Children use the writing implement that is best suited for a task.</p>	<p>Children organise their writing into paragraphs (or sections in non-fiction writing).</p> <p>Children use cohesive devices to link ideas within paragraphs including:</p> <ul style="list-style-type: none"> - Adverbials (then, after, this, firstly) - adverbials of time, place and number - tense choices (e.g. he had seen her before) <p>Children use a range of presentational devices including titles, subheadings and bullet points.</p> <p>Children use dialogue to develop character and further the action.</p> <p>Children use expanded noun phrases, prepositions and adverbials to describe characters, settings and plot with growing precision.</p> <p>Children use expanded noun phrases to convey complicated information concisely.</p>	
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	<p>curricular words (from the Year 5 and 6 word list).</p> <p>See No Nonsense Spelling Pathway for more detailed information on termly breakdown.</p> <p>Children can convert nouns or adjectives into verbs using suffixes (-ate, -ise, -ify)</p> <p>Children understand the meaning of and can spell words with the following prefixes: dis-, de-, mis-, over-, re-</p>				<p>Children select appropriate grammar and vocabulary, beginning to understand how such choices can change and enhance meaning.</p> <p>Children are able to assess the effectiveness of their own and others' writing.</p> <p>With support, children are able to propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Children can perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.</p>	
Year 6 NC Preamble	<p>As for Year 5 as well as: By the end of year 6, pupils' reading and writing should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7, across all subjects and not just in English, but there will continue to be a need for pupils to learn subject-specific vocabulary. They should be able to reflect their understanding of the audience for and purpose of their writing by selecting appropriate vocabulary and grammar. Teachers should prepare pupils for secondary education by ensuring that they can consciously control sentence structure in their writing and understand why sentences are constructed as they are. Pupils should understand nuances in vocabulary choice and age-appropriate, academic vocabulary. This involves consolidation, practice and discussion of language.</p>					
6	Spelling	Punctuation	Grammar	Handwriting	Composition	Writing genres
	<p>Children can add suffixes beginning with vowels to words ending in -fer</p>	<p>Children use hyphens to avoid ambiguity.</p>	<p>Children use a wide range of clause structures, varying their</p>	<p>At this point children should have legible, joined</p>	<p>Children can identify the audience for and purpose of their writing and select the appropriate form for this.</p>	<p>Children learn the features of the following text types and are able</p>

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	<p>Children can spell words that sound like /ous/ spelt -cious or -tious</p> <p>Children can spell words ending with the /shul/ sound spelt -cial and -tial</p> <p>Children can spells words ending in -ant, -ance, -ancy, -ent, -ence, -ency</p> <p>Children can spell words with the /ee/ sound spelt ei after c e.g. protein</p> <p>Children can spell homophones and near homophones including: advice/advise, device/devise, license/licence, practice/practise, prophecy/prophesy, compliment/complement, desert/dessert, principle/principal, profit/prophet, stationery/stationary, draft/draught, dissent/decent, precede/proceed, wary/weary</p>	<p>Children use semi-colons, colons or dashes to mark boundaries between independent clauses.</p> <p>Children can use ellipsis for cohesion.</p> <p>Children use and understand the full range of punctuation taught throughout KS1 and KS2.</p>	<p>position within a sentence.</p> <p>Children recognise and use vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.</p> <p>Children recognise how words are related by meaning and synonyms and antonyms,</p> <p>Children use and understand the full range of grammatical terminology taught in KS1 and KS2.</p>	<p>handwriting which is consistent.</p> <p>Children make choices about which letters to leave unjoined.</p> <p>Children are clear about what standard of handwriting is appropriate for a particular task (e.g. quick notes or a final handwritten version)</p>	<p>Children independently select planning formats based on the text type they are writing and suitability for the task.</p> <p>In writing narratives, children consider how authors have developed characters and settings in what they have read, listened to or seen performed.</p> <p>Children are increasingly selective in their choice of grammar and vocabulary, understanding how these choices can change and enhance the meaning and effectiveness of their writing.</p> <p>Children can precise longer passages.</p> <p>Children use a wider range of cohesive devices including repetition of a word or phrase, grammatical connections (such as adverbials) and ellipsis.</p>	<p>to produce their own examples of these:</p> <ul style="list-style-type: none"> - Literary Heritage: study of Shakespeare and classic poetry (this is more of a reading focus but children will look at the features of the writing and study this. Their writing is more based on the content of the play and poem) - Argument - Biography and autobiography.
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	<p>Children can spell all of the words from the Year 5 and 6 word list.</p> <p>See No Nonsense Spelling Pathway for more detailed information on termly breakdown.</p>				<p>Children can propose and make changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Children can distinguish between the language of speech and writing and choose the appropriate register for the task.</p>	
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