



Chelmondiston C of E Primary School
Big Ideas Progression in Writing



Subject Intent: Our English curriculum promotes and facilitates spoken and written fluency, ensuring that pupils have the skills and confidence to communicate their ideas and emotions in a variety of ways. Reading fuels development in all other aspects of language ability and skill. It enriches pupils culturally, emotionally, intellectually, socially and spiritually. Engagement with high quality contemporary and classic literature is integral to this endeavour. Through reading, pupils are able to acquire knowledge, make connections and further build on what they know. For pupils to engage fully in society, it is essential that they develop fluency in literacy. Fluency and confidence in written and spoken communication support the development of knowledge and skills across all other areas of the curriculum.

Big Idea: Fluency and Comprehension

| Progression | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Statements from EYFS document and National Curriculum | <p>Phonics/Spelling:</p> <ul style="list-style-type: none"> Spell words by identifying sounds in them and representing the sound with a letter or letters. (ELG) <p>Handwriting:</p> <ul style="list-style-type: none"> Write recognisable letters, most of which are correctly formed. (ELG) | <p>Phonics/Spelling:</p> <ul style="list-style-type: none"> Segment spoken words into phonemes and represent them with graphemes, spelling some correctly and making phonically-plausible attempts at others. Spell words containing each of the 40+ phonemes already taught. Identify or write the 40+ graphemes in Standard 4 of English Language comprehension and reading on hearing the corresponding phonemes. Spell a few common exception words. Name the letters | <p>Phonics/Spelling:</p> <ul style="list-style-type: none"> Spell by segmenting spoken words into phonemes and representing them with graphemes, spelling many correctly and making phonically-plausible attempts at others. Spell by 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. Spell many common exception words. Spell most words with contracted forms. | <p>Phonics/Spelling:</p> <ul style="list-style-type: none"> Use the prefixes un-, dis-, mis-, re-, pre Add suffixes beginning with vowel letters to words of more than one syllable. Spell homophones e.g. brake/break, fair/fare, grate/great, groan/grown etc. Spell words that are often misspelt (English Appendix 1). Write by spelling correctly words learned in Years 1 and 2 and spelling many correctly from the Years 3 and 4 list. Write from memory simple sentences dictated by the teacher that include words and | <p>Spelling:</p> <ul style="list-style-type: none"> Use the prefixes in-, im-, i-r, sub-, inter-, super-, anti0 auto- Spell homophones accept/except, affect/effect, ball/bawl, berry/bury, knot/not, medal/meddle, mist/missed etc. Spell more complex words that are often misspelt from Years 3 and 4 (English Appendix 1). Write by spelling correctly words learned in Years 1 and 2 and those learned in Years 3 and 4. Place the possessive apostrophe | <p>Spelling:</p> <ul style="list-style-type: none"> Spell words with ending which sound like 'shush' (spelt -cious or -tious). Spell word endings which sound like 'shil' spelt -cial or -tial. Spell words ending in -ant, -ance/-ancy, -ence/ency etc. Spell words ending in -able, -ible, -ably and -ibly. Spell words containing the letter string 'ough' bought, rough, through, bough. Spell words with silent letters. Spell some of the Year 5 and 6 words correctly (English Appendix 1). | <p>Spelling:</p> <ul style="list-style-type: none"> Add suffixes beginning with vowel letters to words ending in -fer e.g. referring, preferred, referee, preference. Use prefixes involving the use of a hyphen e.g. co-ordinate, re-enter etc. Distinguish between homophones and other words which are often confused (English Appendix 1). Spell most of the Year 5 and 6 words correctly (English Appendix 1). <p>Handwriting:</p> <ul style="list-style-type: none"> Write legibly, fluently and with increasing speed, deciding how to |

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| | | <p>of the alphabet in order.</p> <ul style="list-style-type: none"> Use regular plural noun suffixes –s or –es e.g. dog, dogs, wish, wishes, including the effect of these suffixes on the meaning of the noun. Write from memory simple sentences dictated by the teacher that include words using the GCPs and common exception words taught so far. Add prefixes and suffixes using un, ing, ed, er and est where no change is needed in the root word. <p>Handwriting:</p> <ul style="list-style-type: none"> Form lower-case letters in the correct direction, starting and finishing in the right place. <p>Vocabulary, Grammar and Punctuation:</p> <ul style="list-style-type: none"> Use capital letters and full stops to demarcate sentences in some | <ul style="list-style-type: none"> Spell by learning the possessive apostrophe (singular) e.g. the girl’s book. Add suffixes to spell some longer words correctly, including –ment, –ness, –ful, –less, –ly. Apply spelling rules and guidance, as listed in (English Appendix 1). Write from memory simple sentences dictated by the teacher that include words using the GCPs and common exception words and punctuation taught so far. <p>Handwriting:</p> <ul style="list-style-type: none"> Form lower-case letter of the correct size relative to one another in most of his/her writing. Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. Use the diagonal | <p>punctuation taught so far by the teacher.</p> <p>Handwriting:</p> <ul style="list-style-type: none"> Increasingly use the diagonal and horizontal strokes that are needed to join letters, and begin to understand which letters, when adjacent to one another, are best left unjoined. Increase the legibility, consistency and quality of his/her handwriting. <p>Vocabulary, Grammar and Punctuation:</p> <ul style="list-style-type: none"> Use the forms a or an according to whether the next word begins with a consonant or a vowel e.g. a rock, an open box. Express time, place and cause using coordinating and subordinating conjunctions e.g. when, before, after, while, so, because, adverbs e.g. then, next, soon, therefore or | <p>accurately in words with regular plurals.</p> <ul style="list-style-type: none"> Write from memory simple sentences dictated by the teacher that include words and punctuation taught so far by the teacher. <p>Handwriting:</p> <ul style="list-style-type: none"> Increasingly use the diagonal and horizontal strokes that are needed to join letters, and begin to understand which letters, when adjacent to one another, are best left unjoined. <p>Vocabulary, Grammar and Punctuation:</p> <ul style="list-style-type: none"> Use standard English forms for verb inflections instead of local spoken forms e.g. ‘we were’ instead of ‘we was’ and ‘I did’ instead of ‘I done’. Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition | <p>Handwriting:</p> <ul style="list-style-type: none"> Write increasingly legibly, fluently and with increasing speed. <p>Vocabulary, Grammar and Punctuation:</p> <ul style="list-style-type: none"> Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun. Indicate degrees of possibility using adverbs e.g. perhaps, surely or modals e.g. might, should, will, must. Use devices to build cohesion within a paragraph e.g. then, after that, this, firstly. Link ideas across paragraphs using adverbials of time, place and number or using tense choices. Use different verb forms mostly accurately with consideration for audience and purpose. Use brackets, dashes or commas | <p>join specific letters and when they are best unjoined.</p> <p>Vocabulary, Grammar and Punctuation:</p> <ul style="list-style-type: none"> Understand and use effectively vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. find out – discover; ask for – request etc. Use the passive to affect the presentation of information in a sentence. Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this. Link ideas within and across paragraphs using a wider range of cohesive devices; repetition of a word or phrase, grammatically connections e.t. |
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| | | <p>of his or her writing.</p> <ul style="list-style-type: none"> Join words and clauses using and. Begin to punctuate work using question marks and exclamation marks. | <p>and horizontal strokes needed to join letters.</p> <p>Vocabulary, Grammar and Punctuation:</p> <ul style="list-style-type: none"> Use coordination (using or, and, but) and some subordination (when using if, that, because) to join clauses. Use expanded noun phrases for description and specification. Use present and past tense mostly correctly and consistently. Use capital letters and full stops to demarcate most sentences in his/her writing and use question marks correctly when required. Use commas to separate items in a list. | <p>prepositions e.g. before, after, during, in, because of.</p> | <p>phrases e.g. the teacher expanded to; the strict maths teacher with curly hair.</p> <ul style="list-style-type: none"> Use fronted adverbials e.g. Later that day, I heard the bad news. Make the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. Use inverted commas and other punctuation to indicate direct speech e.g. The conductor shouted, "Sit down!" – a comma after the reporting clause; end punctuation within inverted commas. Use apostrophes to mark possession. | <p>to indicate parenthesis.</p> <ul style="list-style-type: none"> Use commas to clarify meaning or avoid ambiguity. | <p>the use of adverbials and ellipses.</p> <ul style="list-style-type: none"> Use the semi-colon, colon and dash when writing lists or when marking boundaries between independent clauses. Use the colon to introduce a list and semi-colon within lists. Use bullet points to list information. Use the perfect form of verbs to mark relationships of time and cause. Use expanded noun phrases to convey complicated information concisely. Use the full range of punctuation taught at KS2. |
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Big Idea: Communication

| Progression | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Statements from EYFS document and National Curriculum | <p>Composition:</p> <ul style="list-style-type: none"> Write simple phrases and sentences that can be read by others. | <p>Composition:</p> <ul style="list-style-type: none"> Write down one of the sentences that he/she has rehearsed. | <p>Composition:</p> <ul style="list-style-type: none"> Write about real events, recording these simply and clearly. | <p>Composition:</p> <ul style="list-style-type: none"> Evaluate and edit by assessing the effectiveness of his/her own | <p>Composition:</p> <ul style="list-style-type: none"> Evaluate and edit by assessing the effectiveness of his/her own and | <p>Composition:</p> <ul style="list-style-type: none"> Evaluate and edit by assessing the effectiveness of his/her own and | <p>Composition:</p> <ul style="list-style-type: none"> Evaluate and edit by assessing the effectiveness of his/her own and |

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| | (ELG) | <ul style="list-style-type: none"> Write sentences by rereading what he/she has written to check that it makes sense. | <ul style="list-style-type: none"> Consider what he/she is going to write before beginning by encapsulating what he/she wants to say, sentence by sentence. Make simple additions, revisions and corrections to his/her own writing by proof reading e.g. check for errors in spelling, grammar and punctuation or add/improve words and phrases independently or following a conversation with the teacher. | <p>writing.</p> <ul style="list-style-type: none"> Evaluate and edit by proposing changes to grammar and vocabulary. Proof read for spelling errors and for punctuation, including capital letters and full stops, question marks, exclamation marks, commas for lists and apostrophes, mostly correctly. | <p>others' writing, suggesting improvements.</p> <ul style="list-style-type: none"> Evaluate and edit by proposing changes to grammar and vocabulary to improve consistence, including accurate use of pronouns in sentences, expanded noun phrases and fronted adverbials. Proof read for spelling and punctuation errors, including the use of the apostrophe for possession, speech punctuation and use of the comma for fronted adverbials. | <p>others' writing.</p> <ul style="list-style-type: none"> Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effect and clarify meaning. (English Appendix 2). Evaluate and edit by ensuring mostly consistent and correct use of tense throughout a piece of writing. Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing. Proof-read for spelling errors linked to spelling statements for Year 5. Proof-read for punctuation errors, including use of brackets, dashes or commas to indicate parenthesis; use of | <p>others' writing with reasoning.</p> <ul style="list-style-type: none"> Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effect and clarify meaning. (English Appendix 2). Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing. Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural. Distinguish between the language of speech and writing and choosing the appropriate register. Proof-read for spelling errors linked to spelling statements for Year 6. Proof-read for punctuation errors, including |
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| | | | | | | commas to clarify meaning or avoid ambiguity. | use of semi-colons, colons, dashes, punctuation of bullet point in lists and use of hyphens. |
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Big Idea: Expression and Enrichment

| Progression | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Statements from EYFS document and National Curriculum | <p>Composition:</p> <ul style="list-style-type: none"> Write simple phrases and sentences that can be read by others. (ELG) | <p>Composition:</p> <ul style="list-style-type: none"> Write sentences by saying out loud what he/she is going to write about, after discussion with the teacher. Compose and write sentences independently to convey ideas. Write sentences, sequencing them to form short narratives (real or fiction). | <p>Composition:</p> <ul style="list-style-type: none"> Write sentences that are linked thematically e.g. about personal experiences and those of others (real or fictional). Write for different purposes to develop positive attitudes and stamina for writing. | <p>Spelling:</p> <ul style="list-style-type: none"> Use the first two letters of a word to check its spelling in a dictionary. <p>Composition:</p> <ul style="list-style-type: none"> Plan his/her writing by discussing writing similar to that which he/she is planning to write in order to understand and learn from its structure and vocabulary. Draft and write by organising paragraphs around a theme. Draft and write by composing and rehearsing sentences orally, building a varied and rich vocabulary. Draft and write in narratives, creating settings, | <p>Spelling:</p> <ul style="list-style-type: none"> Use the first three or four letters of a word to check its spelling in a dictionary. <p>Composition:</p> <ul style="list-style-type: none"> Plan his/her writing by discussing writing similar to that which he/she is planning to write in order to understand and learn from its structure, vocabulary and grammar. Plan his/her writing by discussing and recording ideas. Draft and write by composing and rehearsing sentences orally, building a varied and rich vocabulary and using sentence structures (English | <p>Spelling:</p> <ul style="list-style-type: none"> Use the first three or four letters of a word to check its spelling, meaning or both of these in a dictionary. Use a thesaurus. <p>Composition:</p> <ul style="list-style-type: none"> Plan his/her writing by identifying the audience for and purpose of the writing, using other similar writing as models for his/her own. Plan hi/her writing by noting and developing initial ideas, drawing on reading where necessary. Plan his/her writing of narratives by considering how authors have developed characters and settings in what | <p>Spelling:</p> <ul style="list-style-type: none"> Use dictionaries to check the spelling and meaning of words. Use a dictionary to check the spelling of uncommon or more ambitious vocabulary. Use a thesaurus with confidence. <p>Composition:</p> <ul style="list-style-type: none"> Plan his/her writing by identifying the audience for and purpose of the writing, effectively selecting the appropriate form (e.g. the use of first person for a diary). Plan hi/her writing by noting and developing initial ideas, drawing on research where necessary. Plan his/her writing of narratives through |

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| | | | | <p>characters and plot.</p> | <p>Appendix 2).</p> <ul style="list-style-type: none"> • Draft and write by organising paragraphs around a theme. • Draft and write in narratives, creating settings, characters and plot with consideration for the audience and purpose. | <p>the class has read, listened to or seen performed.</p> <ul style="list-style-type: none"> • Draft and write by selecting appropriate grammar and vocabulary, including that within (English Appendix 2). • Draft and write narratives, describing settings, characters and atmosphere, integrating dialogue to convey character. | <p>reasoned consideration of how authors have developed characters and settings in what the class has read, listened to or seen performed.</p> <ul style="list-style-type: none"> • Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what he/she has read as models for his/her own writing. • Draft and write by selecting appropriate grammar and vocabulary, understanding such choices can change and enhance meaning. (English Appendix 2). • Draft and write narratives, describing settings, characters and atmosphere. • Integrate dialogue to convey character and |
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