



### Mordiford Primary School Writing Progression

	<b>Phase 1 Year 1 and 2</b>		<b>Phase 2 Year 3 and 4</b>		<b>Phase 3 Year 5 and 6</b>	
<b>Handwriting</b>	<p>Sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Form capital letters.</p> <p>Form digits 0-9.</p> <p>Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practice these..</p>	<p>Form lower-case letters of the correct size relative to one another.</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 un-joined.</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>Use spacing between words that reflects the size of the letters.</p>	<p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.</p> <p>Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down-strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p>	<p>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>Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down-strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p>	<p>Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.</p> <p>Choosing the writing implement that is best suited for a task.</p>	<p>Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.</p> <p>Choosing the writing implement that is best suited for a task.</p>
<b>Transcription</b>	<p>Spell words containing each of the 40+ phonemes already taught.</p>	<p>Segmenting spoken words into phonemes representing these</p>	<p>Use further prefixes and suffixes and understand how</p>	<p>Use further prefixes and suffixes and understand how to add them (English</p>	<p>Use further prefixes and suffixes and understand the guidance for</p>	<p>Use further prefixes and suffixes and understand the</p>

	<p>Spell common exception words</p> <p>Spell the days of the week.</p> <p>Naming the letters of the alphabet in order.</p> <p>Using letter names to distinguish between alternative spellings of the same sound.</p> <p>Add suffixes using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs.</p> <p>Add prefixes using the prefix un-.</p> <p>Add suffixes using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest].</p> <p>Apply simple year 1</p>	<p>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.</p> <p>Learning to spell common exception words.</p> <p>Learning to spell more words with contracted forms.</p> <p>Learning the possessive apostrophe (singular)</p> <p>Distinguishing between homophones and near homophones.</p> <p>Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly.</p>	<p>to add them (English Appendix 1).</p> <p>Spell further homophones.</p> <p>Spell words that are often misspelt (English Appendix 1).</p> <p>Place the possessive apostrophe accurately in words with regular plurals</p> <p>Use the first two or 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>Appendix 1).</p> <p>Spell further homophones.</p> <p>Spell words that are often misspelt (English Appendix 1).</p> <p>Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's].</p> <p>Use the first two or 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>adding them.</p> <p>Spell some words with 'silent' letters [for example, knight, psalm, solemn].</p> <p>Continue to distinguish between homophones and other words which are often confused.</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1.</p> <p>Use dictionaries to check the spelling and meaning of words.</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>guidance for adding them.</p> <p>Spell some words with 'silent' letters [for example, knight, psalm, solemn].</p> <p>Continue to distinguish between homophones and other words which are often confused.</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</p> <p>Use dictionaries to check the spelling and meaning of words.</p> <p><input type="checkbox"/> Use the first three or four letters of a</p>
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	<p>spelling rules and guidance.</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>Apply year 2 spelling rules and guidance.</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation</p>			Use a thesaurus.	<p>word to check spelling, meaning or both of these in a dictionary.</p> <p>Use a thesaurus..</p>
<b>Composition</b>	<p>Saying out loud what they are going to write about.</p> <p>Composing a sentence orally before writing it.</p> <p>Sequencing sentences to form short narratives.</p> <p>Re-reading what they have written to check that it makes sense.</p> <p>Discuss what they have written with the teacher or other pupils.</p> <p>Read aloud their</p>	<p>Writing narratives about personal experiences and those of others (real and fictional).</p> <p>Writing about real events.</p> <p>Writing poetry.</p> <p>Writing for different purposes.</p> <p>Planning or saying out loud what they are going to write about.</p> <p>Writing down ideas and/or key words, including new vocabulary.</p>	<p>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>Discussing and recording ideas.</p> <p>Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing</p>	<p>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>Discussing and recording ideas.</p> <p>Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence</p>	<p>Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>Noting and developing initial ideas, drawing on reading and research where necessary.</p> <p>Considering how authors have developed characters and settings in what pupils have read,</p>	<p>Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>Noting and developing initial ideas, drawing on reading and research where necessary.</p> <p>Considering how authors have developed characters and settings in what pupils have read,</p>

	<p>writing clearly enough to be heard by their peers and the teacher.</p>	<p>Encapsulating what they want to say, sentence by sentence.</p> <p>Evaluating their writing with the teacher and other pupils.</p> <p>Re-reading to check that their writing makes sense and that verb to indicate time are used correctly and consistently, including verbs in the continuous form.</p> <p>Proof-reading to check for errors in spelling, grammar and punctuation</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>range of sentence structures (English Appendix 2).</p> <p>Organising paragraphs around a theme.</p> <p>Creating settings, characters and plot in narratives.</p> <p>Using simple organisational devices in nonnarrative material [for example, headings and sub-headings].</p> <p>Assessing the effectiveness of their own and others' writing and suggesting improvements.</p> <p>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p>	<p>structures (English Appendix 2).</p> <p>Organising paragraphs around a theme.</p> <p>Creating settings, characters and plot in narratives.</p> <p>Using simple organisational devices in nonnarrative material [for example, headings and subheadings].</p> <p>Assessing the effectiveness of their own and others' writing and suggesting improvements.</p> <p>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Proof-read for spelling and</p>	<p>listened to or seen performed in narratives.</p> <p>Precising longer passages.</p> <p>Using a wide range of devices to build cohesion within and across paragraphs.</p> <p>Proof-read for spelling and punctuation errors.</p> <p>Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].</p> <p>Assessing the effectiveness of their own and others' writing.</p> <p>Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Ensuring the</p>	<p>listened to or seen performed in narratives.</p> <p>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>Describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action in narratives.</p> <p>Precising longer passages.</p> <p>Using a wide range of devices to build cohesion within and across paragraphs.</p> <p>Using further organisational and</p>
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			<p>Proof-read for spelling and punctuation errors.</p> <p>Read aloud their own writing, to a group or the whole class, using appropriate</p> <p>Intonation and controlling the tone and volume so that the meaning is clear</p>	<p>punctuation errors.</p> <p>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>consistent and correct use of tense throughout a piece of writing.</p> <p>Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</p>	<p>presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].</p> <p>Assessing the effectiveness of their own and others' writing.</p> <p>Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Ensuring the consistent and correct use of tense throughout a piece of writing.</p> <p>Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of</p>
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						<p>speech and writing and choosing the appropriate register.</p> <p>Proof-read for spelling and punctuation errors.</p> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>
<b>Vocabulary, grammar and punctuation</b>	<p>Leaving spaces between words.</p> <p>Joining words and joining clauses using 'and'.</p> <p>Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</p> <p>Using a capital letter for names of</p>	<p>Learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, and question marks.</p> <p>Learning how to use commas for lists.</p> <p>Learning how to use apostrophes</p>	<p>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</p> <p>Using the present perfect form of verbs in contrast to the past tense.</p> <p>Use and</p>	<p>Using commas after fronted adverbials.</p> <p>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>Using fronted adverbials.</p> <p>Understanding Standard English forms for verb inflections instead</p>	<p>Using modal verbs or adverbs to indicate degrees of possibility.</p> <p>Using brackets, dashes or commas to indicate parenthesis.</p> <p>Use and understand the grammatical terminology in English Appendix 2 Year 5 accurately and appropriately</p>	<p>Using hyphens to avoid ambiguity.</p> <p>Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.</p> <p>Using passive verbs to affect the presentation</p>

	<p>people, places, the days of the week, and the personal pronoun 'I'.</p> <p>Understanding regular plural noun suffixes -s or -es [dog, dogs, wish, wishes], including the effects of these suffixes on the meaning of the noun.</p> <p>Understanding suffixes that can be added to verbs where no change is needed in the spelling of the root words [helping, helped, helper].</p> <p>Understanding how the prefix changes the meaning of verbs and adjectives.</p> <p>Understanding how words can combine to make sentences.</p> <p>Use year 1 grammatical terminology in</p>	<p>for contracted forms and the possessive (singular).</p> <p>Sentences with different forms: statement, question, exclamation, command.</p> <p>Expanded noun phrases to describe and specify [for example, the blue butterfly].</p> <p>The present and past tenses correctly and consistently including the progressive form.</p> <p>Subordination (using when, if, that, or because) and co-ordination (using or, and, or but).</p> <p>Understanding the formation of nouns using suffixes such as -ness, -er and compounding [e.g. whiteboard,</p>	<p>understand the grammatical terminology in Year 3 grammar accurately and appropriately when discussing their writing and reading.</p> <p>Using conjunctions, adverbs and prepositions to express time and cause.</p> <p>Understanding the formation of nouns using a range of prefixes</p> <p>Understanding the use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box].</p> <p>Understanding word families based on common words, showing how words are related in form and meaning [for</p>	<p>of local spoken forms [for example, we were instead of we was, or I did instead of I done].</p> <p>Indicating possession by using the possessive apostrophe with plural nouns.</p> <p>Using and punctuating direct speech.</p> <p>Use and understand the grammatical terminology in Year 4 grammar accurately and appropriately when discussing their writing and reading.</p> <p>Using expanded noun phrases to convey complicated information concisely.</p>	<p>in discussing their writing and reading.</p> <p>Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.</p> <p>Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify]</p> <p>Understanding verb prefixes [for example, dis-, de-, mis-, over- and re- ].</p> <p>Understanding devices to build cohesion within a paragraph [for example, then, after that, this, firstly].</p> <p>Understanding linking ideas across paragraphs using adverbials of time [for example, later], place [for</p>	<p>of information in a sentence.</p> <p>Understanding how words are related by meaning as synonyms and antonyms [for example, big, large, little].</p> <p>Understanding layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text].</p> <p>Using a colon to introduce a list.</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other</p>
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	<p>English Appendix 2 in discussing their writing.</p>	<p>superman]</p> <p>Understanding the formation of adjectives using suffixes such as -ful, -less.</p>	<p>example, solve, solution, solver, dissolve, insoluble].</p> <p>Understanding paragraphs as a way to group related material.</p> <p>Using headings and sub-headings to aid presentation.</p> <p>Beginning to use inverted commas to punctuate direct speech.</p>		<p>example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before].</p> <p>Using commas to clarify meaning or avoid ambiguity in writing.</p>	<p>hand, in contrast, or as a consequence], and ellipsis.</p> <p>Using semi-colons, colons or dashes to mark boundaries between independent clauses.</p> <p>Punctuating bullet points consistently.</p> <p>Use and understand the grammatical terminology in English Appendix 2 Year 6 accurately and appropriately in discussing their writing and reading.</p>
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