



# WORLINGHAM CEVC PRIMARY SCHOOL

## ENGLISH SUBJECT PROGRESSION (WRITING)



End point(s)	End of Early years	End of Year 1	End of Year 2	End of Lower key stage 2	End of Upper key stage 2
<p>1.</p> <p>To understand and use the writing process in order to plan what to write.</p>	<p>Knows that marks have meaning.</p> <p>Gives meaning to marks they make.</p> <p>Orally retells a simple past event in the correct order.</p> <p>Uses knowledge of familiar texts to re-enact or retell to others, recounting the main points in the correct sequence.</p> <p>Writes simple phrases and sentences that can be read by others.</p>	<p>Knows what a complete sentence looks like.</p> <p>Composes a sentence orally before writing it</p> <p>Draws on stories they know to inform their language and sentence structure in their writing.</p> <p>Sequences events to form a narrative.</p>	<p>Plans sentences by saying out loud what they are going to write about sentence by sentence.</p> <p>Plans the content of what they write by writing down ideas and keywords, including new vocabulary with increased independence.</p> <p>Prepares and retell stories through role play using dialogue and narrative from stories read.</p> <p>Uses some elements of known stories to structure own narrative.</p>	<p>Discusses and records ideas on writing similar to that which they are planning to understand and learn from its structure, vocabulary and grammar.</p> <p>Composes and rehearses sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p> <p>Plots a sequence of incidents modelled on a known story, as a plan for own writing.</p> <p>Plans and writes alternative sequels to stories read using same character and setting.</p>	<p>Knows the purpose of a range of writing.</p> <p>Selects the appropriate form and audience of their writing, using similar writing models to aid them.</p> <p>Develops initial ideas by drawing on reading and research.</p> <p>Plans quickly and effectively the plot, characters and structures of their own narrative.</p> <p>Writes narratives, considering how authors have developed characters and settings in what pupils have read, listened to.</p>
<p>2.</p> <p>To write for a range of different purposes and audiences</p>	<p>Knows that writing can be used for a range of purposes: send a message, inform, tell a story</p> <p>writes name, labels, captions.</p>	<p>Knows the terms fiction and non-fiction</p> <p>Uses key features of narrative in their own</p>	<p>Knows the difference between fiction and non-fiction</p>	<p>Knows and identify the purpose of a range of text types.</p> <p>Selects the relevant content of different text types.</p> <p>Identifies intended audience.</p>	<p>Selects the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different text types.</p> <p>Increases stamina for writing longer precise pieces of writing.</p>

	<p>Uses writing to communicate in a variety of ways, incorporating it into play: lists, signs, menus, cards, letters</p> <p>Knows the basic structure of a story.</p> <p>Retells a story through shared composition with an adult.</p>	<p>writing: beginnings and endings</p> <p>Links sentences together with increasing fluency to form a short narrative</p> <p>Uses the language and features of non-fiction texts.</p> <p>Writes narratives about personal experiences and those of others (real and fictional).</p>	<p>Identifies and discusses reasons for events in stories, linked to plot.</p> <p>Writes own stories using their knowledge of story elements: setting, characters, plot.</p> <p>Makes simple notes from non-fiction texts</p> <p>Writes non – fiction texts based on structure of known texts, using appropriate language to present, sequence and categorise ideas.</p> <p>Uses sentences with different forms: statement, question, exclamation, command.</p>	<p>Uses devices to interest the reader</p> <p>Describes settings and characters, using a range of descriptive devices in narratives.</p> <p>Demonstrates conscious control of paragraphing to help shape the overall piece (e.g. change of time/place/event)</p> <p>Writes more extended stories based on a plan of incidents, or an alternative ending for a known story.</p> <p>Summarise the content of a text.</p> <p>Uses a range of organisational devices within non – narrative material.</p>	<p>Uses further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p> <p>Creates an atmosphere and uses dialogue to advance and develop the setting, action and characters within narratives.</p> <p>Integrates dialogue in narratives to convey character and advance the action</p> <p>Develops organisational and presentational devices to structure non- narrative text - which help guide the reader.</p> <p>Uses a wide range of devices to build cohesion within and across paragraphs.</p> <p>Draws independently on what they have read as models for their own writing.</p> <p>Skims and scans text so that research is fast and effective.</p>
<p>3. To accurately and consistently use a wide range of punctuation within their writing.</p>	<p>Understands what the terms letter, word and sentence mean.</p>	<p>Separates words with spaces</p> <p>Begins to punctuates sentences using a capital</p>	<p>Uses present and past tenses correctly and consistently.</p>	<p>Punctuate direct speech (including punctuation within and surrounding inverted commas).</p>	<p>Uses commas to clarify meaning or avoid ambiguity in writing.</p>

	<p>Separate words with finger spaces.</p> <p>writes own name using a capital letter and personal pronoun I.</p>	<p>letter and a full stop, question mark or exclamation mark.</p> <p>Uses a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p>	<p>Uses both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) [for example, the girl's book]</p>	<p>Uses commas after fronted adverbials.</p> <p>Indicates possession by using the possessive apostrophe with singular and plural nouns.</p> <p>Uses the present perfect form of verbs in contrast to the past tense.</p>	<p>Uses brackets, dashes or commas to indicate parenthesis.</p> <p>Uses hyphens to avoid ambiguity.</p> <p>Uses semicolons, colons or dashes to mark boundaries between independent clauses</p> <p>Uses a colon to introduce a list.</p> <p>Uses bullet points consistently</p>
<p>4.</p> <p>To make conscious additions and edits to improve writing.</p>	<p>Checks their work by attempting to read back what they have written.</p>	<p>Re – reads what they have written to check that it makes sense.</p>	<p>Evaluates their writing with support from a teacher or peer</p> <p>Re – reads and proof- reads work to check for errors in spelling, grammar and punctuation.</p> <p>Evaluates word choices and make revisions to vary vocabulary to include more detail and interest for the reader.</p>	<p>Assesses the effectiveness of their own and peers writing and suggest improvements.</p> <p>Makes changes to grammar and vocabulary to improve consistency and quality of work.</p> <p>Proof-reads work for spelling and punctuation errors.</p>	<p>Evaluate and edit own and peers work proposing changes which enhance the effect and clarify the meaning of the text.</p> <p>Ensures the consistent and correct use of tense throughout a piece of writing.</p> <p>Ensures correct subject and verb agreement.</p>
<p>5.</p> <p>To discuss, explore and use a variety of vocabulary appropriately within different contexts.</p>	<p>Begins to use story language – Once upon a time, happily ever after.</p> <p>Begins to join words with and e.g. fish and chips</p>	<p>Knows what a noun, adjective verb and connective is.</p>	<p>Knows what a thesaurus is and how it helps expand vocabulary.</p> <p>Knows what a noun phrase and adverb is.</p> <p>Uses a varied vocabulary to create detail and interest,</p>	<p>Express time, place and cause using conjunctions as well as to join clauses.</p> <p>Knows and uses a range of prepositions.</p> <p>Extends the range of sentences with more than one clause by</p>	<p>Selects vocabulary and grammatical structures that suit formal and informal writing.</p> <p>Uses a dictionary and thesaurus to check the meaning of words and expand vocabulary independently.</p>

		<p>Expands noun phrases to describe and specify [for example, the blue butterfly]</p> <p>Identifies and records some key vocabulary to use in their own writing.</p> <p>Use some connectives: and, but.</p>	<p>including adjectives to make noun phrases, adverbs and verbs.</p> <p>Uses when, if, that, or because as well as and, or but to extend sentences.</p> <p>Uses language of time to structure a sequence of events: when, suddenly, after</p>	<p>using a wider range of conjunctions, including when, if, because, although.</p> <p>Chooses nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>Uses precise and effective noun phrases and adverbial phrases to expand sentences with awareness of impact on the reader.</p> <p>Uses sentences which enhance meaning through specific vocabulary and language choices</p> <p>Develops ideas and events through some deliberate selection of phrases and vocabulary e.g. technical terminology, vivid language, word choice for emphasis</p> <p>Chooses language used in dialogue effectively to convey characters thoughts and feelings</p>	<p>Uses modal verbs or adverbs to indicate degrees of possibility</p> <p>Uses relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.</p> <p>Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p> <p>Uses passive verbs to affect the presentation of information in a sentence.</p> <p>Uses the perfect form of verbs to mark relationships of time and cause.</p> <p>Uses expanded noun phrases to convey complicated information concisely.</p>
<p>6. To confidently express and explain relevant ideas and feelings articulately across a range of contexts.</p>	<p>Expresses stories they like.</p> <p>Relate their own experiences to those that they read about.</p>	<p>Knows and discusses familiar story themes and characters.</p> <p>Discusses reasons for incidents in stories.</p>	<p>Predicts story endings/ incidents from unfinished extracts, while reading with the teacher</p> <p>Compares story themes.</p> <p>Identifies and describes characters, expressing own</p>	<p>Evaluate stories and justify their preferences by referring to significant aspects of the text (build up, atmosphere, language)</p> <p>Identifies and discusses main and recurring characters,</p>	<p>Compares the structure of different stories to discover how they differ in pace, build up, sequence and resolution.</p> <p>Analyses the features of a good opening/ ending.</p>

			views by using words and phrases from texts.	evaluates their behaviour and justify views.	
7. To maintain legibility in joined handwriting when writing at speed and spell most words accurately.	<p>Spells words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Writes some irregular common words; the, to, said, he, she, we, be, go, you, your, come, some</p> <p>Holds a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Writes recognisable letters, most of which are correctly formed.</p> <p>Writes recognisable digits and capital letters most of which are correctly formed.</p>	<p>Segments spoken words into phonemes and representing these by graphemes, spelling many correctly.</p> <p>Forms lower-case letters of the correct size relative to one another.</p> <p>Writes capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>Uses spacing between words that reflects the size of the letters.</p>	<p>Learns 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>Learns to spell common exception words.</p> <p>Learns to spell more words with contracted forms.</p> <p>Adds suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly.</p> <p>Starts 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>Uses further knowledge of prefixes and suffixes and understand how to add them.</p> <p>Spells taught homophones.</p> <p>Spells words that are often misspelt.</p> <p>Uses the first two or three letters of a word to check its spelling in a dictionary.</p> <p>Uses 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>Increases the legibility, consistency and quality of their handwriting.</p>	<p>Uses further prefixes and suffixes and understand the guidance for adding them</p> <p>Spells some words with ‘silent’ letter [for example, knight, psalm, solemn]</p> <p>Continues to distinguish between homophones and other words which are often confused</p> <p>Uses knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.</p> <p>Uses dictionaries to check the spelling and meaning of words.</p> <p>Writes legibly, fluently and with increasing speed.</p>

**Belonging, Courage, Curiosity, Kindness, Perseverance, Respect**  
**Growing Minds, Kind Hearts, Rooted in Love**  
**‘Rooted and Grounded in Love’ (Ephesians 3:16)**