



# Blakesley C of E Primary Whole School Writing Progression Document 2022/23

Text types and Purpose for Writing Cycle A						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<b>The Lion Inside</b> <b>The Gruffalo</b>	<b>God's Love in My Heart</b> <b>This is the Star</b>	<b>The Dot</b> <b>Stuck</b>	<b>Hats of Faith</b> <b>The Smeds and The Smoods</b>	<b>Come With Me</b> <b>Freddy and the Fairy</b>	<b>Here we are</b> <b>Mr Big</b>
	Experiences	Visits	Having a go	Workshop	Real life visit	Tea parties
Year 1 Year 2	<b>Lost and Found</b> <b>Lets build a House</b>	<b>Traction man is here</b> <b>Oi Get Off Our Train</b>	<b>The Little Gardener</b> <b>Secret Sky Garden</b>	<b>Happy Stories for Nature Lovers</b> <b>Owl Babies</b>	<b>Sophies Snail</b> <b>Great Women Who Worked Wonders</b>	<b>Amazing Grace</b> <b>Hansel and Gretel</b>
	Narratives about personal experiences and those of others (real and fictional).	Real events Recounts Narratives	Diaries Letters Recounts	Non chronological reports Recounts	Real events (Recounts) Letters Narratives	Narratives Traditional fairy tale Poetry
Year 3 Year 4	<b>Boy who Grew Dragons</b>	<b>Stone Age Boy</b>	<b>Varjak Paw</b>	<b>Take Me Back To Italy</b>	<b>Escape from Pompeii</b> <b>Firework makers daughter</b>	<b>Iron Man</b>
	Narratives Create settings, characters and plot Diaries	Narratives Stories with historical settings	Narratives (Create settings, characters and plot)	Non-Narratives: Persuasion	Narratives (Create settings, characters and plot) Explanations	Sci Fi Narratives Newspaper Poetry
Year 5 Year 6	<b>Orchard Book of Greek Myths</b> <b>Stormbreaker</b>	<b>Who Let the Gods Out?</b>	<b>The Piano Mountains</b>	<b>Eye of the Storm</b> <b>In the Shadows</b> <b>Greta Thunberg</b>	<b>One Plastic Bag</b>	<b>Once Upon a Raindrop</b> <b>Out of the Ashes</b>
	Narratives- Settings and atmosphere Persuasive text-leaflet	Non-Narratives: Different perspectives Persuasion/Formal letters	Narratives - flashbacks  Non chronological report/Biography	Narratives: Dialogue Non-Narratives: Biography	Narratives – different lands Balanced arguments	Diaries Recounts



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Composition: <b>Planning</b>	
<b>R</b>	<ul style="list-style-type: none"> <li>Join in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li> </ul>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>Say out loud what they are going to write about.</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>Consider what they are going to write before beginning by:</li> <li>planning or saying out loud what they are going to write about.</li> <li>writing down ideas and/or key words, including new vocabulary</li> </ul>
<b>Year 3</b> <b>Year 4</b>	<ul style="list-style-type: none"> <li>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</li> <li>Discuss and record ideas.</li> </ul>
<b>Year 5</b> <b>Year 6</b>	<ul style="list-style-type: none"> <li>Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</li> <li>Note and develop initial ideas, drawing on reading and research where necessary.</li> <li>In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed.</li> </ul>

Composition: <b>Drafting and Writing (including Grammar: Text Level)</b>		
<b>R</b>	<ul style="list-style-type: none"> <li>Write simple sentences which can be read by themselves and others (Part ELG)</li> </ul>	
<b>Year 1</b>	<ul style="list-style-type: none"> <li>Write sentences by: composing a sentence orally before writing it.</li> <li>Sequence sentences to form short narratives.</li> </ul>	
<b>Year 2</b>	<ul style="list-style-type: none"> <li>Encapsulate what they want to say, sentence by sentence.</li> <li>Make the correct choice and consistent use of <b>present tense</b> and <b>past tense</b> throughout writing.</li> <li>Use the present and past tenses correctly and consistently used including the progressive form to mark actions in progress (e.g. she is drumming, he was shouting).</li> </ul>	
<b>Year 3</b>	<ul style="list-style-type: none"> <li>Introduce paragraphs as a way to group related material.</li> <li>Use the present perfect form of verbs instead of the simple past (e.g. He has gone out to play / He went out to play.)</li> </ul>	<b>DRAFT AND WRITE</b> <ul style="list-style-type: none"> <li>Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See English Appendix 2).</li> <li>Organise paragraphs around a theme.</li> <li>In narratives, create settings, characters and plot.</li> <li>In non-narrative material, use simple organisational devices for example headings and subheadings.</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>Use paragraphs to organise ideas around a theme.</li> <li>Make appropriate choice of <b>pronoun</b> or <b>noun</b> within and across <b>sentences</b> to aid <b>cohesion</b> and avoid repetition.</li> </ul>	
<b>Year 5</b>	<ul style="list-style-type: none"> <li>Use devices to build cohesion <b>within</b> a paragraph (e.g. then, after that, this, firstly)</li> </ul>	<b>DRAFT AND WRITE</b>



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	<ul style="list-style-type: none"> <li>Link ideas <b>across</b> paragraphs using <b>adverbials</b> of time (e.g. <i>later</i>), place (e.g. <i>nearby</i>) and number (e.g. <i>secondly</i>) or tense choices (e.g. <i>he had seen her before</i>).</li> </ul>	<ul style="list-style-type: none"> <li>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</li> <li>Use a wide range of devices to build cohesion within and across paragraphs.</li> <li>Precis longer paragraphs.</li> <li>In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action.</li> <li>Use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>Link ideas across paragraphs using a wider range of <b>cohesive devices</b>: repetition of a <b>word</b> or phrase, grammatical connections (e.g. the use of adverbials such as <i>on the other hand</i>, <i>in contrast</i> or <i>as a consequence</i>), and ellipsis.</li> <li>Layout devices (e.g. headings, sub-headings, columns, bullets or tables, to structure text).</li> </ul>	

### Grammar (Sentence Level):

R	<ul style="list-style-type: none"> <li>ELG: Listen attentively in a range of situations: listen to stories, accurately anticipating key events and respond to what is heard with relevant comments, questions or actions; give attention to what others say and respond appropriately, while engaged in another activity.</li> <li>Begin to understand 'why' and 'how' questions.</li> </ul>
Year 1	<ul style="list-style-type: none"> <li>How <b>words</b> can combine to make <b>sentences</b>.</li> <li>Join <b>words</b> and join <b>clauses</b> using <i>and</i>.</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>Use <b>subordination</b> (using <i>when, if, that, because</i>) and <b>co-ordination</b> (using <i>or, and, but</i>).</li> <li>Use expanded noun phrases to describe and specify (e.g. <i>the blue butterfly</i>).</li> <li><b>Know how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.</b></li> </ul>
Year 3	<ul style="list-style-type: none"> <li>Express time, place and cause using <b>conjunctions</b> [e.g. <i>when, before, after, while, so, because, if, although</i>], <b>adverbs</b> [e.g. <i>then, next, soon, therefore</i>], or <b>prepositions</b> [e.g. <i>before, after, during, in, because of</i>].</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>).</li> <li>Use <b>fronted adverbials</b> [e.g. <i>Later that day, I heard the bad news.</i>]</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>Use <b>relative clauses</b> beginning with <i>who, which, where, when, whose, that</i>, or an omitted relative pronoun.</li> <li>Indicate degrees of possibility using <b>adverbs</b> [e.g. <i>perhaps, surely</i>] or <b>modal verbs</b> [e.g. <i>might, should, will, must</i>].</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>Use the <b>passive voice</b> to affect the presentation of information in a <b>sentence</b> [e.g. <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>].</li> <li>Know the difference between structures typical of informal speech and structures appropriate for formal speech and writing [e.g. the use of question tags: <i>He's your friend, isn't he?</i>, or the use of <b>subjunctive</b> forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech].</li> </ul>



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<b>Punctuation:</b>	
<b>R</b>	
<b>Year 1</b>	<ul style="list-style-type: none"><li>• Need to understand the use of apostrophe for contraction in reading (I'm, we'll, I'll).</li><li>• Understand the need for separation of <b>words</b> with spaces.</li><li>• Introduce <b>capital letters, full stops, question marks and exclamation marks</b> to demarcate sentences.</li><li>• Capital letters for names and for the <b>personal pronoun I</b>.</li></ul>
<b>Year 2</b>	<ul style="list-style-type: none"><li>• Use <b>capital letters, full stops, question marks and exclamation marks</b> to demarcate sentences.</li><li>• <b>Commas</b> to separate items in a list.</li><li>• <b>Apostrophes</b> to mark where letters are missing in spelling (apostrophes for contracted forms) and to mark singular possession in nouns [e.g. <i>the girl's name</i>] (possessive singular).</li></ul>
<b>Year 3</b>	<ul style="list-style-type: none"><li>• Introduce inverted commas to <b>punctuate</b> direct speech.</li></ul>
<b>Year 4</b>	<ul style="list-style-type: none"><li>• Use inverted commas and other <b>punctuation</b> to indicate direct speech [e.g. a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>].</li><li>• Use <b>Apostrophes</b> to mark <b>plural</b> possession [for example, <i>the girl's name, the girls' names</i>].</li><li>• Use commas after <b>fronted adverbials</b> .</li></ul>
<b>Year 5</b>	<ul style="list-style-type: none"><li>• Use brackets, dashes or commas to indicate parenthesis.</li><li>• Use commas to clarify meaning or avoid ambiguity.</li></ul>
<b>Year 6</b>	<ul style="list-style-type: none"><li>• Use the semi-colon, colon and dash to mark the boundary between independent <b>clauses</b> [e.g. <i>It's raining; I'm fed up</i>].</li><li>• Use the colon to introduce a list and use of semi-colons within lists.</li><li>• Use <b>punctuation</b> of bullet points to list information.</li><li>• Understand how hyphens can be used to avoid ambiguity [e.g. <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>re-cover</i>].</li></ul>



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Composition: <b>Evaluating and Editing</b> Composition: <b>Performing</b>	
<b>R</b>	
<b>Year 1</b>	<ul style="list-style-type: none"> <li>• Re-read what they have written to check that it makes sense.</li> <li>• Discuss what they have written with the teacher or other pupils.</li> <li>• Read aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>• Make simple additions, revisions and corrections to their own writing by: (ONLY REQUIRED FOR GREATER DEPTH NOT EXPECTED 2018)</li> <li>• -Evaluating their writing with the teacher and other pupils.</li> <li>• -Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>• Proof-read to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly).</li> <li>• Read aloud what they have written with appropriate intonation to make the meaning clear.</li> </ul>
<b>Year 3</b> <b>Year 4</b>	<ul style="list-style-type: none"> <li>• Assess the effectiveness of their own and others' writing and suggest improvements.</li> <li>• Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</li> <li>• Proof reading for spelling and punctuation errors.</li> <li>• Use the first two or three letters of a word to check its spelling in a dictionary.</li> <li>• 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.</li> </ul>
<b>Year 5</b> <b>Year 6</b>	<ul style="list-style-type: none"> <li>• Assess the effectiveness of their own and others' writing and suggest improvements.</li> <li>• Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</li> <li>• Ensure the consistent and correct use of tense throughout a piece of writing.</li> <li>• Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</li> <li>• Proof reading for spelling and punctuation errors.</li> <li>• Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</li> <li>• Use dictionaries to check the spelling and meaning of words.</li> <li>• Use a thesaurus.</li> <li>• Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</li> </ul>



## Grammar (Word Level) (links with Transcription: Spelling below):

<b>R</b>	<ul style="list-style-type: none"> <li>Show understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.</li> </ul>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>Name the letters of the alphabet in order.</li> <li>Introduce regular <b>plural noun suffixes</b> –s or –es [e.g. <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun</li> <li>Introduce <b>suffixes</b> that can be added to <b>verbs</b> where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>)</li> <li>Introduce how the <b>prefix un–</b> changes the meaning of <b>verbs</b> and <b>adjectives</b> [negation, e.g. <i>unkind, or undoing: untie the boat</i>]</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>Form <b>nouns</b> using <b>suffixes</b> such as –ness, –er and by compounding [for example, whiteboard, superman]</li> <li>Form <b>adjectives</b> using <b>suffixes</b> such as –ful, –less (A fuller list of suffixes can be found in the year 2 spelling section in English Appendix 1)</li> <li>Use the <b>suffixes</b> –er, –est in <b>adjectives</b> and the use of –ly in Standard English to turn adjectives into <b>adverbs</b></li> </ul>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>Form nouns using a range of prefixes [e.g. super–, anti–, auto–] (see Appendix 1 for further <b>prefixes and suffixes</b>)</li> <li>Use the determiner 'a' or 'an' according to whether the next word begins with a consonant or a vowel [e.g. a rock, an open box]</li> <li>Recognise word families based on common words, showing how words are related in form and meaning [e.g. solve, solution, solver, dissolve, insoluble]</li> <li>Use similes in poetry.</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>Know the grammatical difference between <b>plural</b> and <b>possessive</b> –s</li> <li>Use standard English forms for <b>verb inflections</b> instead of local spoken forms [e.g. <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>].</li> <li>Use personification and metaphors in poetry.</li> </ul>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>Convert and use nouns or adjectives into verbs using <b>suffixes</b> [e.g. –ate; –ise; –ify]</li> <li>Use verb <b>prefixes</b> [e.g. dis–, de–, mis–, over– and re–]</li> </ul>
<b>Year 6</b>	<ul style="list-style-type: none"> <li>Recognise the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [e.g. <i>find out – discover; ask for – request; go in – enter</i>].</li> <li>How words are related by meaning as synonyms and antonyms [e.g. <i>big, large, little</i>].</li> </ul>

## Transcription: Spelling: phonics, whole words, word building (see NC Appendix 1)

<b>R</b>	<ul style="list-style-type: none"> <li>Use phonic knowledge to write words in ways which match spoken sounds (ELG).</li> <li>Spell some words correctly and others are phonetically plausible (ELG).</li> <li>Write some common irregular words (ELG).</li> </ul>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>Spell words containing each of the 40+ phonemes already taught.</li> <li>Spell common exception words.</li> </ul>



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	<ul style="list-style-type: none"> <li>• Spell the days of the week.</li> <li>• Add prefixes and suffixes: <ul style="list-style-type: none"> <li>- Use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs.</li> <li>- Use the prefix un–.</li> <li>- Use –ing, –ed, –er and –est where no change is needed in the spelling of root words [e.g. helping, helped, helper, eating, quicker, quickest].</li> </ul> </li> <li>• Use letter names to distinguish between alternative spellings of the same sound.</li> <li>• Apply simple spelling rules and guidance, as listed in <a href="#">English Appendix 1</a>.</li> <li>• Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>• Spell by segmenting spoken words into phonemes and represent these by graphemes, spelling many correctly.</li> <li>• Learn 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</li> <li>• Spell common exception words.</li> <li>• Spell more words with contracted forms.</li> <li>• Distinguish between homophones and near-homophones.</li> <li>• Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly.</li> <li>• Spell learning the possessive apostrophe (singular) [e.g. the girl's book].</li> <li>• Apply spelling rules and guidance, as listed in <a href="#">English Appendix 1</a>.</li> <li>• Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</li> </ul>
<b>Year 3</b> <b>Year 4</b>	<ul style="list-style-type: none"> <li>• Spell further homophones.</li> <li>• Use further prefixes and suffixes and understand how to add them (See English Appendix 1).</li> <li>• Spell words that are often misspelt (See English Appendix 1).</li> <li>• Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's].</li> <li>• Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> <li>• Spell Word List Years 3 and 4.</li> </ul>
<b>Year 5</b> <b>Year 6</b>	<ul style="list-style-type: none"> <li>• Continue to distinguish between homophones and other words which are often confused.</li> <li>• Use further prefixes and suffixes and understand the guidance for adding them.</li> <li>• Spell some words with 'silent' letters [for example, knight, psalm, solemn].</li> <li>• 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.</li> <li>• Spell Word List Years 5 and 6.</li> </ul>



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### Transcription: Handwriting and Presentation

R	
Year 1	<ul style="list-style-type: none"><li>• Sit correctly at a table, holding a pencil comfortably and correctly.</li><li>• Begin to form <b>lower-case letters</b> in the correct direction, starting and finishing in the right place.</li><li>• Form <b>capital letters</b>.</li><li>• Form <b>digits</b> 0-9.</li><li>• Understand which letters belong to which handwriting '<b>families</b>' (i.e. letters that are formed in similar ways) and to practise these.</li></ul>
Year 2	<ul style="list-style-type: none"><li>• Form <b>lower-case letters</b> of the correct size relative to one another.</li><li>• Start using some of the diagonal and horizontal strokes needed to <b>join letters</b> and understand which letters, when adjacent to one another, are best left unjoined.</li><li>• Write <b>capitals</b> of the correct size and orientation and relationship to one another and to lower-case letters.</li><li>• Use <b>spacing</b> between words that reflects the size of the letters.</li><li>• Write <b>digits</b> of the correct size and orientation.</li></ul>
Year 3 Year 4	<ul style="list-style-type: none"><li>• Use the diagonal and horizontal strokes needed to <b>join letters</b> and understand which letters, when adjacent to one another, are best left unjoined.</li><li>• Increase the <b>legibility, consistency and quality</b> of their handwriting (for example, 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).</li></ul>
Year 5 Year 6	<ul style="list-style-type: none"><li>• Write <b>legibly, fluently and with increasing speed</b> by:<ul style="list-style-type: none"><li>-choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.</li><li>-choosing the writing implement that is best suited for a task.</li></ul></li></ul>