

Grange View C of E First School

Writing Skills Progression

	EYFS	Year 1	Year 2	Year 3	Year 4
Composition	<p>Children talk about stories and experiences showing awareness of listener</p> <p>Children develop own narratives and explanations by connecting ideas and events</p> <p>Children make simple story maps and add captions and labels</p> <p>Children tell and perform simple stories</p>	<p>Children develop sentence writing</p> <p>Children say out loud what they are going to write about</p> <p>Children compose a sentence orally before writing it</p> <p>Children sequence sentences to form short narratives</p> <p>Children re-read what they have written to check that it makes sense</p> <p>Children discuss what they have written with the teacher or other pupils</p> <p>Children read aloud their writing, clearly enough to be heard by their peers and the teacher.</p>	<p>Children develop positive attitudes and stamina for writing by tackling a range of genres.</p> <ul style="list-style-type: none"> -write narratives about personal experiences and those of others (real and fictional). - write about real / current events - write poetry - write for different purposes <p>Children consider what they are going to write before beginning: Plan or say out loud what they are going to write about.</p> <p>Children write down ideas and/or key words, including new vocabulary</p> <ul style="list-style-type: none"> - encapsulate what they want to say, sentence by sentence <p>Children make simple additions, revisions and corrections to their own writing:</p> <ul style="list-style-type: none"> - evaluate their writing with the teacher and other pupils - re-read to check that their writing makes sense and that verbs are used correctly and consistently - proof-read to check for errors in spelling, grammar and punctuation <p>Children read aloud their writing, with appropriate intonation to make the meaning clear.</p>	<p>Children discuss similar writing / texts in order to learn new ideas for structure, vocabulary and grammar</p> <p>Children discuss and record ideas informally before writing initial draft</p> <ul style="list-style-type: none"> - compose and rehearse sentences orally (including dialogue) - build a varied and rich vocabulary linked to SPaG and an increasing range of sentence structures <p>Children introduce use of paragraphs linked to themes in writing</p> <ul style="list-style-type: none"> - in narratives, create settings, characters and plot - in non-narrative writing, use simple organisational devices [ie, headings and subheadings] - assess the effectiveness of own and others' writing <p>Children suggest improvements, i.e. changes to grammar and vocabulary to reflect consistent application of knowledge, with support</p> <ul style="list-style-type: none"> - proof-read for spelling and punctuation errors <p>Children read aloud to a group or whole class - begin to use appropriate intonation and control the tone and volume so that the meaning is clear.</p>	<p>Children discuss similar writing / texts in order to learn new ideas for structure, vocabulary and grammar</p> <ul style="list-style-type: none"> - compare different genres of writing to explore differences and similarities - link to own experiences to compose texts for specific purpose / audience <p>Children discuss and record ideas in detail before writing initial draft</p> <ul style="list-style-type: none"> - compose and rehearse sentences orally (including dialogue) - build a varied and rich vocabulary linked to SPaG - develop an increasing range of sentence structures <p>Children organise paragraphs around a theme</p> <ul style="list-style-type: none"> - in narratives, create settings, characters and plot using models from own reading experiences - in non-narrative writing, use simple organisational devices [ie, headings and subheadings] - assess the effectiveness of own and others' writing linked to improving skills <p>Children suggest improvements, ie changes to grammar and vocabulary to improve consistency</p> <ul style="list-style-type: none"> - proof-read independently for spelling and punctuation errors <p>Children read aloud confidently to a group or whole class - use appropriate intonation and control the tone and volume so that the meaning is clear.</p>

<p style="text-align: center;">Spelling</p>	<ul style="list-style-type: none"> - learn a range of phonemes - apply to simple CVC words - use phonic knowledge to spell words - spell some irregular common words correctly - write simple rhyming strings, following pattern 	<ul style="list-style-type: none"> - spell words containing each of the 40+ phonemes already taught - spell common exception words - spell the days of the week - name the letters of the alphabet in order - use letter names to distinguish between alternative spellings of the same sound - add prefixes and suffixes: - use the spelling rule for adding -s or -es as the plural marker for nouns and third person singular marker for verbs - use the prefix un- - use -ing, -ed, -er and -est where no change is needed in the spelling of root words [ie, helping, helped, helper, eating, quicker, quickest] - apply simple spelling rules, as listed in Appendix 1 - write from memory simple sentences dictated by the teacher that include words using the Grapheme Phoneme Correspondences and common exception words taught so far. 	<ul style="list-style-type: none"> - segment spoken words into phonemes and representing these by graphemes, spelling many correctly - learn new ways of spelling phonemes and learn some words with each spelling, including a few common homophones - learn to spell common exception words - learn to spell more words with contracted forms - learn the possessive apostrophe (singular) [for example, the girl's book] - distinguish between homophones and near-homophones - add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly - apply spelling rules and guidance, as listed in Appendix 1 - write from memory simple sentences dictated by the teacher that include words using the using the Grapheme Phoneme Correspondences and common exception words taught so far. 	<ul style="list-style-type: none"> - use further prefixes and suffixes and understand how to add them (Appendix 1) - spell simple homophones - there, their, they're, too, to, two, where, wear - spell common words that are often misspelt (Appendix 1) - use the first two or three letters of a word to check its spelling in a dictionary - write from memory simple sentences, dictated by the teacher that includes words and punctuation taught so far Adding suffixes beginning with vowels to words of more than one syllable: - doubling the consonant, forgotten - the i sound as 'y' as in gym - the u sound as ou as in touch - -ation, -ly - -sure, -ture, -er - -sion, -tion Adding prefix: - un, dis, mis where they have negative meanings ch as in chorus and in chef -ei, -eigh, -ey 	<ul style="list-style-type: none"> - use further prefixes and suffixes and understand how to add them (Appendix 1) - spell further homophones, including near homophones, effect, affect - spell common words that are often misspelt (Appendix 1) - place the possessive apostrophe accurately in words with regular plurals [ie, girls', boys'] and in words with irregular plurals [ie, children's] - use the first two or three letters of a word to check its spelling in a dictionary - write from memory simple sentences, dictated by the teacher that includes words and punctuation taught so far Adding prefixes: - -im-, re-, sub-, inter-, super-, anti-, auto Adding suffixes: - -ous - -tion, -sion, -ssion, -cian Spelling patterns -gue, -que sc - science
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SPaG

<p>- use capital letter for start of name and for 'I'</p> <p>- know what a vowel is</p> <p>- know what a consonant is</p> <p>- leave spaces between words</p>	<p>- use and apply understanding of concepts set out in Appendix 2</p> <p>- leave spaces between words</p> <p>- join words and clauses using and</p> <p>- begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> <p>- use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p> <p>- use grammatical terminology when discussing writing.</p>	<p>- use and apply understanding of concepts set out in Appendix 2</p> <p>- learn how to use 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)</p> <p>- use sentences with different forms: statement, question, exclamation, command</p> <p>- use expanded noun phrases to describe and specify [for example, the blue butterfly]</p> <p>- use the present and past tenses correctly and consistently including the progressive form</p> <p>- use subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p> <p>- use features of written Standard English</p> <p>- use and understand grammatical terminology when discussing writing.</p>	<p>- learn, use and develop understanding of concepts set out in Appendix 2</p> <p>- extend range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>- use present perfect form of verbs in contrast to the past tense</p> <p>- use conjunctions, adverbs and prepositions to express time and cause</p> <p>- highlight grammatical and other features in writing through punctuation</p> <p>- introduce use and punctuation of direct speech</p> <p>- use and understand grammatical terminology when discussing writing and reading:</p> <p>- preposition, conjunction, word family, prefix, clause, subordinate clause, suffix, consonant letter, vowel letter, inverted commas / speech marks</p> <p>- use of a and an according to whether the noun begins with a vowel or a consonant</p>	<p>- learn, use and develop understanding of concepts set out in Appendix 2</p> <p>- choose nouns or pronouns appropriately for clarity and cohesion</p> <p>- use conjunctions, adverbs and prepositions to express time and cause, using commas to add clauses to sentences</p> <p>- use fronted adverbials</p> <p>- highlight grammatical and other features in writing through consistent use of punctuation</p> <p>- use commas after fronted adverbials</p> <p>- indicate possession by using the possessive apostrophe with plural nouns</p> <p>- use and punctuate direct speech with speech marks and commas to mark start of speech</p> <p>- use and understand grammatical terminology when discussing writing and reading: determiner, pronoun, possessive pronoun, adverbial, verb inflexions</p>
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