

Harwell Primary School
Writing Curriculum Progression

Intent:

At Harwell School our children will write clearly, accurately and comprehensively, adapting their language and style for a range of contexts, purposes and audiences. They will learn to use the correct grammar, vocabulary and spellings confidently and consistently. We intend for our children to find writing engaging and purposeful by learning about a range of exciting, diverse genres and texts following the Talk for Writing Storytelling process. This fundamental life-long skill inspires and promotes aspirations for their future.

Implementation:

Vocabulary, Grammar and Punctuation to be introduced (previous years content should also be revisited and consolidated) -

	Word	Sentence	Text	Punctuation	Terminology	Handwriting Statutory requirements	Handwriting Non-statutory notes
EYFS	Statutory Framework Birth to 5 Matters Guidance - enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as greeting cards, tickets, lists, invitations and creating their own stories and books with images and text. - gives meaning to marks they make - uses their developing phonic knowledge to write things such as labels, captions and simple sentences. <u>ELG: Writing</u> - Write recognisable letters, most of which are correctly formed; Write simple phrases and sentences that can be read by others. <u>Fine Motor Skills</u> - Hold a pencil effectively in preparation for fluent writing					- shows a preference for a dominant hand - uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed	

Year 1	- spell words containing each of 40+ phonemes already taught - spell CEW - spell days of the week - name the letters of the alphabet in order - use letter names to distinguish between alternative spellings of the same sound - plural noun suffixes -s or -es - suffixes added to verbs - prefix -un - using –ing, –ed, –er and –est - apply all spelling rules (see spelling progression) - singular nouns - past and present verbs - compound words	- understand the structure of a story - how words combined make a sentence - joining words and clauses using and - write simple sentences from memory dictated by the teacher - write sentences by saying out loud what they are going to write - compose sentences orally first - sequencing sentences to form short narratives	- re-reading to make sure writing makes sense - discuss writing with teacher and other pupils - read writing aloud clearly	- finger spaces - capital letters (start of sentences, personal pronoun I, names, days of the week) - full stops - question marks - exclamation marks	- letter - capital letter - word - singular - plural - sentence - punctuation - full stop - question mark - exclamation mark	- sit correctly at a table, holding a pencil comfortably and correctly - begin to form lower-case letters in the correct direction, starting and finishing in the right place - form capital letters - form digits 0-9 - understand which letters belong to which handwriting 'families'	- handwriting requires frequent and discrete, direct teaching - children should be able to form letters correctly and confidently - the size of the writing implement (pencil, pen) should not be too large - whatever is being used should allow the child to hold it easily and correctly so that bad habits are avoided - left-handed children should receive specific teaching to meet their needs - pre-cursive letters should be taught once children can form letters correctly and confidently - pre-cursive <i>Join It</i> font should be used and staff should model using pre-cursive writing when the pupils can form letters correctly and confidently
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Year 2	- segmenting spoken words into phonemes and representing these by graphemes spelling many correctly - 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 - learning to spell common exception words - learning to spell more words with contracted forms - distinguishing between homophones and near-homophones - add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly - nouns using suffixes - adjectives - powerful verbs e.g. stare, tremble - adjectives using suffixes - suffixes -er and -est in adjectives - adverbs - adjectives to adverbs using -ly - apply all spelling rules (see spelling progression) - vowels and consonants - compound words - singular and plural nouns - word classes - pronouns - imperative verbs	- subordination (when, if, that, because) - coordination (or, and, but) - expanded noun phrases for description and specification - statements - questions - commands - exclamations - write sentences from memory dictated by teacher - write narratives about personal experiences and real events - write poetry - write for different purposes - plan writing verbally and in written form - encapsulating sentences	- evaluate writing - proof-read - read writing aloud clearly - present tense - past tense - progressive form of verbs in the present and past tense	- capital letters - full stops - question marks - exclamation marks - commas in a list - apostrophes for possession - apostrophes for contraction	- noun - noun phrase - statement - question - exclamation - command - compound - suffix - adjective - adverb - verb tense (past, present) - apostrophe - comma	- form lower-case letters of the correct size - 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 unjoined - write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters - use spacing between words that reflects the size of the letters	- children should revise and practise correct letter formation frequently and how the pre-cursive letter should look - they should be taught to write with a joined style as soon as they can form letters securely with the correct orientation - <i>Join It</i> font should be used and staff should model using joined writing when the children can form letters securely
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Year 3	- nouns using prefixes - compound nouns - using suffixes - using prefixes - homophones - using a or an - word families - similes - repetition - alliteration - boastful language e.g. magnificent - apply all spelling rules (see spelling progression)	- time conjunctions - place conjunctions - cause conjunctions - adverbs - prepositions - subordinating conjunctions - coordinating conjunctions - power of 3 - rhetorical questions	- using a dictionary - discuss examples of writing similar to what is being studied - create drafts and final pieces - proof-read and evaluate - paragraphs to group material - headings - sub-headings - present perfect verb tense	- inverted commas - possessive apostrophe	- preposition - conjunction - word family - prefix - clause - subordinate clause - direct speech - consonant - consonant letter - vowel - vowel letter - inverted commas	- 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 - increase the legibility, consistency and quality of their handwriting	- children should be using joined handwriting throughout their independent writing - handwriting should continue to be taught, with the aim of increasing the fluency with which children are able to write down what they want to say - <i>Join It</i> font should be used and all staff should model using joined writing
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Year 4	- plural and possessive -s - verb inflections - pronouns - homophones and near homophones - similes and metaphors - apply all spelling rules (see spelling progression)	- expanded noun phrases - fronted adverbials - range of conjunctions - adverbs to express time and cause	- using a dictionary - discuss examples of writing similar to what is being studied - create drafts and final pieces - proof-read and evaluate - paragraphs to organise ideas - using pronouns or nouns - past and present verb tenses	- inverted commas and other punctuation to indicate direct speech - apostrophes for plural possession - commas after fronted adverbials	- determiner - pronoun - possessive pronoun - adverbial		
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Year 5	- converting nouns and adjectives into verbs using suffixes - verb prefixes - words with silent letters - morphology and etymology - adverbs of possibility - personification - onomatopoeia - apply all spelling rules (see spelling progression)	- relative clauses - relative pronouns - adverbs - modal verbs - auxiliary verbs	- write for an audience and purpose - use organisational and presentational writing skills (headings, bullet points) - proof-read - using a dictionary and thesaurus - devices to build cohesion in a paragraph - linking ideas within a paragraph using adverbials of time, place, number or tense choices - past and present progressive tense - present perfect tense	- brackets, dashes and commas to indicate parenthesis - commas to clarify meaning or avoid ambiguity - ellipsis	- modal verb - relative pronoun - relative clause - parenthesis - bracket - dash - cohesion - ambiguity	- write legibly, fluently and with increasing speed by: - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters - choosing the writing implement that is best suited for a task	- children should continue to practise handwriting and be encouraged to increase the speed of it - children should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version - <i>Join It</i> font should be used and all staff should model using joined writing - children should also be taught to use an unjoined style, e.g. for labelling a diagram or data, writing an email address, for algebra or for filling in a form in capitals
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Year 6	- informal and formal speech, knowing the difference and appropriate vocabulary - synonyms - antonyms - root words - adverbs to show possibility - subject and object - hyphenated compound words	- passive voice - subjunctive forms	- write for an audience and purpose - using a dictionary and thesaurus - devices to build cohesion in a whole text - link ideas across paragraphs using repetition of a word or phrase, grammatical connections, adverbials, ellipses - layout devices: headings, sub-headings, column, bullets, tables - active and passive voice	- semi-colon, colon, dash to mark the boundary between independent clauses - colon for lists - semi-colon within lists - bullet points to list information - hyphens	- subject - object - active - passive - synonym - antonym - ellipsis - hyphen - colon - semi-colon - bullet points		
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Impact:

By the end of the year children should:

FC	- use their phonic knowledge to write words in ways which match their spoken sounds - write some irregular common words - children write simple sentences which can be read by themselves and others - spell some words correctly and others are phonetically plausible
Year 1	- use their phase 3, 4 and 5 sounds to write most words phonetically - write simple and compound sentences - spell most Yr1 common exception words correctly - regularly use capital letters, full stops and finger spaces and sometimes use exclamation marks or question marks when appropriate
Year 2	- use their phonic knowledge to spell polysyllabic words correctly - spell most of the Common Exception words for year 2 correctly - know how to add the suffix –ed and –ing onto verbs - use commas, full stops, capital letters, exclamation marks, question marks and apostrophes for possession and contraction - be able to write coherently in the past tense - be able to write a sequenced piece of narrative writing. - start to extend their sentences with: and, so, if, but, because and when
Year 3	- be able to plan, write and edit a range of stories and non-fiction text types - extend the range of sentences with more than one clause by using a wider range of conjunctions - use the present perfect form of verbs in contrast to the past tense - choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition - use conjunctions, adverbs and prepositions to express time and cause - use fronted adverbials and commas after fronted adverbials - indicate possession by using the possessive apostrophe with plural nouns - use and punctuate direct speech
Year 4	- be confident in discussing and recording their ideas when planning - have an increased confidence in narrative and non narrative writing through creating settings, characters and plot - organise sections of writing into paragraphs - use a varied vocabulary for specific purposes - punctuate dialogue correctly - use specific words to express time and cause - use a dictionary to help check spelling mistakes
Year 5	- be able to write for a range of audiences and purposes, choosing appropriate styles, language and effects to suit the purpose - able to plan, produce and edit their work independently to produce work they are proud of - be aware of the grammar and punctuation terms appropriate for their age and able to show them in a variety of contexts - be able to use a dictionary and thesaurus to further improve their writing by making appropriate word choices
Year 6	- be sufficiently fluent and effortless in their writing for them to manage the general demands of the curriculum in year 7 - be able to reflect their understanding of the audience for and purpose of their writing by selecting appropriate vocabulary and grammar - consciously control sentence structure in their writing and understand why sentences are constructed as they are