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| Whole School Writing Progression 2022 - 2023  Escrick C of E Primary School | | | | | |
|  | Spelling | Grammar | Punctuation | Composition | Handwriting |
| **Year 1** | ‘ff’, ‘ll’, ‘zz’, ‘ck’, ss’ words e.g. buzz, hiss, back Know the term ‘root word’ ‘n’ before ‘k’ words  Y1 vowel digraphs  Division of words into syllables  Y1 vowel trigraphs -tch Words ending in ‘y’ Words that have a ‘v’ sound followed by ‘e’  Consonant spellings ‘ph’ and ‘wh’  Add ‘s’ or ‘es’ to make plurals/ third person verbs  The /k/ sound is spelt as ‘k’ rather than as c before e, i and y e.g.  Add -ing, -ed and -er to root words  Add the prefix un- to root words e.g. unable Add -er and -est to adjectives  Compound words e.g. playground | Prefix – un to change meaning of words.  Plural suffixes s and es.  Noun phrases  Past and present tense consistency.  Co-ordinating conjunctions (and).  Subordinating conjunctions (While, when, if, though, because). | Capital letters, full stops, question marks and exclamation marks.  Capitals for names, proper nouns and personal pronoun I. | Series of sentences in order.  Write a few sentences about a topic or theme.  First hand experiences as stimulus.  Prepare ideas orally – think, say, write.  Use past tense for recounts and stories.  Use present tense for instructions.  Sequence sentences and know a line of writing is not a sentence.  Phrases for effect – adjectives and the conjunction and to join them.  Onomatopoeia as a sound device. | Leave spaces between words.  Writing words with letters closer together e.g. vast not v a s t.  Form all letters of the alphabet properly using correct orientation. Form capital letters correct. |
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| **Year 2** | -dge sound words  -al at the end of words  -ge ending words  -il at the end of words (rare) e.g. pencil, fossil, nostril  Soft ‘g’ sound in other positions e.g. before e, i, and y; BUT is always spelt as j before a, o and u  –ed, –ing, –er and –est to a root word ending in –y with a consonant before I  Soft ‘c’ sound before e, i and y  Adding -es to nouns and verbs ending in ‘y’  Silent ‘k’ and ‘g’ sound e.g.  ‘y’ at the end of words e.g. cry, dry, fly, reply, July ‘r’ sound with silent ‘w’  Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it  -le sound at end of words  Adding –ing, –ed, –er, –est and –y  ‘l’ or ‘ll’ before ‘a’ sound e.g. ball, all, call, always, walk and talk  The ‘o’ sound as ‘u’ e.g. mother, brother, other, nothing, Monday -ey’ ending sounded as ‘ee’  ‘qu’ and ‘w’ with ‘a’ after ‘or’ sound e.g. word, work, worm, worth, world ‘s’ as in zh sound  -ness, -ful, -less, -ly -ment suffixes  Common contraction spellings e.g. didn’t, won’t, isn’t, aren’t, doesn’t, it’s Possessive apostrophes | Co-ordinating conjunctions. (But, or, and).  Subordinating conjunctions (While, when, if, though, because).  Form nouns using suffixes (e.g. ness).  Form nouns using compound words (whiteboard)  Form adjectives using suffix ful and less.  Past and present progressive tense.  Present and past tense.  Expanded noun phrases.  Questions, commands, statements and explanations.  Adjectives to adverbs.  Suffixes -er -est. | Capital letters, full stops and exclamation marks.  Commas in a list.  Apostrophe for contraction and possession.  Beginning inverted commas for speech. | Coherent narrative with a clear beginning, middle and end.  First hand experiences as a stimulus.  Draft and edit – guided drafting by the teacher using scaffolds.  Editing modelled and practised with peers.  Sequenced sentences in writing (cohesion).  Sentence structure – use different structures to interest the reader.  Dialogue – incorporate some speech with inverted commas.  Phrases for effect – similes, onomatopoeia and expanded noun phrases. | Use appropriate spacing between words  Form capital letters and lower-case letters correctly  Start all lower-case letters with an ascender on the line (cursive style).  Writing after the margin to the end of the line. |
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| **Year 3** | Use syllables and phonic knowledge for unfamiliar words.  Use the terms ‘root word’ and ‘word families’  Add prefixes and suffixes to root words  Short vowel/stressed, double consonant spelling rule (trim, trimmed)  Spell ir- prefix words  Spell inter- prefix words  Spell ‘y’ as a vowel ‘i’ sound as in mystery,  Spell re- prefix words  Spell dis- and mis- words  Spell sub- prefix words Spell in- prefix words as in Spell auto- prefix words  Spell anti- prefix words  Spell im- prefix words | Identify nouns, verbs and adjectives.  Add two adjectives to describe and make noun phrases and determiners.  Use fronted adverbials.  Use adverbs to modify verbs.  Use present perfect tense.  Co-ordinating conjunctions.  Subordinating conjunctions. (I SAW A BUTWUB) If since as, while although because unless though when until before. | Reinforce Year 2 vocabulary and grammar  Revise apostrophes for contractions and possession.  Capital letters (sentences, proper nouns, titles and subheadings), full stops, question marks and exclamation marks consistency.  Commas for fronted adverbials.  Inverted commas for speech. | Structure – plan using a simple structure with interesting openings and middles with detail to interest the reader and neat endings.  First hand experiences as stimulus.  Draft and edit – reread own writing to check verb tense cohesion (past and present in different writing types).  Organise writing into paragraphs with support -paragraphs, subheadings, diagrams, captions, bullet points and glossary vocab (scaffolded).  Variety of sentence structures.  Dialogue in stories to characterise.  Phrases for effect (metaphors, similes, onomatopoeia, alliteration). | Join handwriting using correct ascenders and descenders.  Build fluidity and flow, increasing speed.  Correctly formed capital letters, which are not joined to lower case letters. |
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| **Year 4** | Use syllables and phonic knowledge for unfamiliar words.  Use the term ‘root word’ and add prefixes/suffixes Identify word families from root words Spell -sure suffix -ture  Spell -ous suffix, jealous Spell -ious, -eous suffix  Spell -tion, -ssion, -sion and -cian  Spell il- prefix words  ch sound of French origin; chef, chalet, machine, brochure  Spell que suffix words  Spell ei, eigh, ey  Spell -or and -our suffix words | Identify nouns, verbs and adjectives.  Noun phrases and determiners.  Fronted adverbials.  Adverbs.  Prepositions.  Pronouns to replace proper nouns.  Present perfect tense and past/present progressive.  Plurals and possessives.  Co-ordinating conjunctions.  Subordinating conjunctions.  (I SAW A BUTWUB) If since as, while although because unless though when until before. | Reinforce Year 2 and Year 3 vocabulary and grammar  Revise apostrophes for contractions and possession.  Capital letters (sentences, proper nouns, titles and subheadings), full stops, question marks and exclamation marks consistency.  Commas for fronted adverbials.  Ellipsis.  Inverted commas for speech. | Structure – plan using a simple structure with interesting openings and middles with detail to interest the reader and neat endings.  First hand experiences as stimulus.  Draft and edit – reread own writing to check verb tense cohesion.  Organise writing into paragraphs with support -paragraphs, subheadings, diagrams, captions, bullet points and glossary vocab (scaffolded).  Variety of sentence structures.  Dialogue in stories to characterise.  Phrases for effect (metaphors, similes, onomatopoeia, alliteration, personification). | Join handwriting using correct ascenders and descenders.  Correctly formed capital letters, which are not joined to lower case letters Build fluidity and flow, increasing speed. |
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| **Year 5** | Use syllables and phonic knowledge for unfamiliar words  Words ending in cious, tious (and xious)  Words with -cial, -tial endings  Spell ible/ibly words  Spell able/ably words  Spell words with ent, ence, ency  Soft g and qu  Revise homophones  Word list Year 5/6 | Revise Year 4 content.  Convert nouns or adjectives into verbs using suffixes such as ate, ify, ise.  Use the correct prefix for the root word, e.g. dis, de, mis, over, re, in, im.  Add relative clauses using relative pronouns (who, which, where, when, what and that.)  Modal verbs.  Adverbials: time, place, number. | Recap content from Y3, 4.  Begin to use:  Semi colon, colon and dash.  Parenthesis – brackets, commas and hyphens.  Commas between clauses.  Commas before conjunctions and after adverbials.  Bullet points to list information.  Ellipses as cohesive device.  Direct and reported speech. | Structure – openings and introductions  Using devices to draw the reader in  Middle paragraphs packed with atmosphere and description  Endings and conclusions that summarise the text  First-hand experience as stimulus  Draft and edit  Organisation – paragraphs, subheadings, diagrams, captions, bullet points and glossary vocab.  Variety of sentence structures.  Dialogue in stories to characterise.  Consistent use of tenses.  Noun phrases to describe.  Phrases for effect (metaphors, similes, onomatopoeia, alliteration, personification, hyperbole). | Use correct letter formation, including capitals.  Use correct joins, never joining capitals. Joined, fluent, legible handwriting.  Write at length. |
| **Year 6** | Spelling | Grammar | Punctuation | Composition | Handwriting |
| Hyphenated words  Words with -cial, -tial endings  Use syllables and phonic knowledge for unfamiliar words  Words ending in -cious and -tious  Revise homophones  Word list Year 5/6 | Subjunctive form.  Modal verbs.  Relative clauses and relative pronouns.  Co-ordinating and subordinating conjunctions (Revise and use correctly) (I SAW A BUTWUB).  Passive and active voice.  Informal and formal.  Standard/non-standard English.  Synonyms and antonyms. | Recap content from Y3, 4 and 5.  Confidently use:  Semi colon, colon and dash.  Parenthesis – brackets, commas and hyphens.  Commas between clauses.  Bullet points to list information.  Ellipses as cohesive device.  Direct and reported speech. | Sentence structure  Writing from real experiences  Draft and edit  Variety of sentence structures  Dialogue and use of speech  Consistent tenses  Vocabulary  Noun phrases to describe  Phrases for effect (metaphors, similes, onomatopoeia, alliteration, personification, hyperbole, triple repetition phrases, assonance, etc) | Use correct letter formation, including capitals.  Use correct joins, never joining capitals.  Joined, fluent, legible handwriting. |