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| Whole School Writing Progression 2022 - 2023Escrick 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’ wordsY1 vowel digraphsDivision of words into syllablesY1 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 verbsThe /k/ sound is spelt as ‘k’ rather than as c before e, i and y e.g.Add -ing, -ed and -er to root wordsAdd the prefix un- to root words e.g. unable Add -er and -est to adjectivesCompound words e.g. playground | Prefix – un to change meaning of words.Plural suffixes s and es.Noun phrasesPast 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 ISoft ‘c’ sound before e, i and yAdding -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 wordsAdding –ing, –ed, –er, –est and –y ‘l’ or ‘ll’ before ‘a’ sound e.g. ball, all, call, always, walk and talkThe ‘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 wordsForm capital letters and lower-case letters correctlyStart 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 wordsShort vowel/stressed, double consonant spelling rule (trim, trimmed)Spell ir- prefix wordsSpell inter- prefix wordsSpell ‘y’ as a vowel ‘i’ sound as in mystery, Spell re- prefix wordsSpell dis- and mis- wordsSpell sub- prefix words Spell in- prefix words as in Spell auto- prefix words Spell anti- prefix wordsSpell 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 grammarRevise 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 -tureSpell -ous suffix, jealous Spell -ious, -eous suffix Spell -tion, -ssion, -sion and -cianSpell il- prefix wordsch sound of French origin; chef, chalet, machine, brochureSpell 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 grammarRevise 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 wordsWords ending in cious, tious (and xious)Words with -cial, -tial endingsSpell ible/ibly wordsSpell able/ably wordsSpell words with ent, ence, encySoft g and quRevise homophonesWord 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 introductionsUsing devices to draw the reader inMiddle paragraphs packed with atmosphere and descriptionEndings and conclusions that summarise the textFirst-hand experience as stimulusDraft and editOrganisation – 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 wordsWords with -cial, -tial endingsUse syllables and phonic knowledge for unfamiliar wordsWords ending in -cious and -tiousRevise homophonesWord 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 structureWriting from real experiencesDraft and editVariety of sentence structuresDialogue and use of speechConsistent tensesVocabularyNoun phrases to describePhrases 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.  |