



Progression in Writing



Writing Intent:

At Ralph Butterfield Primary School, writing is a crucial part of our curriculum. All children from Reception to Year 6 are provided with many opportunities to develop and apply their writing skills across the curriculum. Children are given a range of writing opportunities including the use of paired, group and independent writing tasks. A culture of learning from each other is promoted through use of co-operative learning structures. This is developed across all key stages, so that the children learn to respond appropriately and supportively to each other regardless of gender, age, cultural or ethnic background.

The aims of teaching writing in our school are to develop pupils who:

- show high levels of achievement and exhibit very positive attitudes towards writing;
- use and understand language as speakers, readers and writers.
- are competent, confident and independent in the use of language in their writing.
- have an awareness of different audiences and purposes for writing.
- apply their grammatical knowledge in their writing as stated in the POS 2
- apply their phonetical and spelling knowledge in their writing as stated in the POS 1
- apply the English language in all areas of the curriculum.

Year Groups	Year 3	Year 4	Year 5	Year 6
Spoken Language	<ul style="list-style-type: none"> • listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge • use relevant strategies to build their vocabulary • articulate and justify answers, arguments and opinions • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • speak audibly and fluently with an increasing command of Standard English • participate in discussions, presentations, performances, role play, improvisations and debates • gain, maintain and monitor the interest of the listener(s) • consider and evaluate different viewpoints, attending to and building on the contributions of others • select and use appropriate registers for effective communication. 			

Phonic & Whole word spelling	<ul style="list-style-type: none"> • begin to spell further homophones • begin to spell words that are often misspelt (Appendix 1) 	<ul style="list-style-type: none"> • spell further homophones • spell words that are often misspelt (Appendix 1) 	<ul style="list-style-type: none"> • begin to spell some words with 'silent' letters • begin to continue to distinguish between homophones and other words which are often confused • begin to use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1 	<ul style="list-style-type: none"> • spell some words with 'silent' letters • continue to distinguish between homophones and other words which are often confused • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1
Other word building spelling	<ul style="list-style-type: none"> • begin to use further prefixes and suffixes and understand how to add them • begin to place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals • begin to use the first 2 or 3 letters of a word to check its spelling in a dictionary 	<ul style="list-style-type: none"> • use further prefixes and suffixes and understand how to add them • place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals • use the first 2 or 3 letters of a word to check its spelling in a dictionary 	<ul style="list-style-type: none"> • begin to use further prefixes and suffixes and understand the guidance for adding them • begin to use dictionaries to check the spelling and meaning of words • begin to use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary 	<ul style="list-style-type: none"> • use further prefixes and suffixes and understand the guidance for adding them • use dictionaries to check the spelling and meaning of words • use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary
Transcription	<ul style="list-style-type: none"> • begin to write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	<ul style="list-style-type: none"> • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 		

<p style="text-align: center;">Handwriting</p>	<ul style="list-style-type: none"> • begin to use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined • begin to increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. 	<ul style="list-style-type: none"> • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined • increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. 	<ul style="list-style-type: none"> • begin to choose which shape of a letter to use when given choices and deciding whether or not to join specific letters • begin to choose the writing implement that is best suited for a task 	<ul style="list-style-type: none"> • choose which shape of a letter to use when given choices and deciding whether or not to join specific letters • choose the writing implement that is best suited for a task
<p style="text-align: center;">Contexts for Writing</p>	<ul style="list-style-type: none"> • begin to discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar 	<ul style="list-style-type: none"> • discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar 	<ul style="list-style-type: none"> • begin to identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • in writing narratives, begin to consider how authors have developed characters and settings in what pupils have read, listened to or seen performed 	<ul style="list-style-type: none"> • identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • in writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed
<p style="text-align: center;">Planning Writing</p>	<ul style="list-style-type: none"> • begin to discuss and record ideas • begin to compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures 	<ul style="list-style-type: none"> • discuss and record ideas • compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures 	<ul style="list-style-type: none"> • begin to note and develop initial ideas, drawing on reading and research where necessary 	<ul style="list-style-type: none"> • note and develop initial ideas, drawing on reading and research where necessary

<p style="text-align: center;">Drafting Writing</p>	<ul style="list-style-type: none"> • begin to organise paragraphs around a theme • begin in narratives, to create settings, characters and plot • begin in non-narrative material, to use simple organisational devices (headings & subheadings) 	<ul style="list-style-type: none"> • organise paragraphs around a theme • in narratives, create settings, characters and plot • in non-narrative material, use simple organisational devices (headings & subheadings) 	<ul style="list-style-type: none"> • begin to select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, begin to describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action • start précising longer passages • begin to use a wide range of devices to build cohesion within and across paragraphs • begin to use further organisational and presentational devices to structure text and to guide the reader 	<ul style="list-style-type: none"> • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • précising longer passages • using a wide range of devices to build cohesion within and across paragraphs • using further organisational and presentational devices to structure text and to guide the reader
<p style="text-align: center;">Editing Writing</p>	<ul style="list-style-type: none"> • begin to assess the effectiveness of their own and others' writing and suggesting improvements • begin to propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proofread for spelling and punctuation errors • begin to 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. 	<ul style="list-style-type: none"> • assess the effectiveness of their own and others' writing and suggesting improvements • propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proofread for spelling and punctuation errors • 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. 	<ul style="list-style-type: none"> • begin to assess the effectiveness of their own and others' writing • begin to propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • begin to ensure the consistent and correct use of tense throughout a piece of writing • begin to ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • proofread for spelling and punctuation errors 	<ul style="list-style-type: none"> • assess the effectiveness of their own and others' writing • propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensure the consistent and correct use of tense throughout a piece of writing • ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • proofread for spelling and punctuation errors

<p style="text-align: center;">Performing Writing</p>	<ul style="list-style-type: none"> • begin to read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<ul style="list-style-type: none"> • read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<ul style="list-style-type: none"> • begin to perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. 	<ul style="list-style-type: none"> • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
<p style="text-align: center;">Vocabulary</p>	<ul style="list-style-type: none"> • begin to extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • begin to choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • begin to use conjunctions, adverbs and prepositions to express time and cause (and place) 	<ul style="list-style-type: none"> • extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • use conjunctions, adverbs and prepositions to express time and cause (and place) 	<ul style="list-style-type: none"> • begin to use a thesaurus • begin to use expanded noun phrases to convey complicated information concisely • begin to use modal verbs or adverbs to indicate degrees of possibility 	<ul style="list-style-type: none"> • use a thesaurus • use expanded noun phrases to convey complicated information concisely • use modal verbs or adverbs to indicate degrees of possibility

<p style="text-align: center;">Grammar (edited to reflect content in Appendix 2)</p>	<ul style="list-style-type: none"> • using the present perfect form of verbs in contrast to the past tense • form nouns using prefixes (super-, anti-) • use the correct form of 'a' or 'an' • word families based on common words (solve, solution, dissolve, insoluble) 	<ul style="list-style-type: none"> • using fronted adverbials • difference between plural and possessive -s • Standard English verb inflections (I did vs I done) • extended noun phrases, including with prepositions • appropriate choice of pronoun or noun to create cohesion 	<ul style="list-style-type: none"> • using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun • converting nouns or adjectives into verbs • verb prefixes • devices to build cohesion, including adverbials of time, place and number 	<ul style="list-style-type: none"> • recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms • using passive verbs to affect the presentation of information in a sentence • using the perfect form of verbs to mark relationships of time and cause • differences in informal and formal language • synonyms & antonyms • further cohesive devices such as grammatical connections and adverbials • use of ellipsis
<p style="text-align: center;">Punctuation (edited to reflect content in Appendix 2)</p>	<ul style="list-style-type: none"> • make some correct use of punctuating direct speech (i.e. Inverted commas) 	<ul style="list-style-type: none"> • using commas after fronted adverbials • indicating possession by using the possessive apostrophe with singular and plural nouns • using and punctuating direct speech (including punctuation within and surrounding inverted commas) 	<ul style="list-style-type: none"> • using commas to clarify meaning or avoid ambiguity in writing • using brackets, dashes or commas to indicate parenthesis 	<ul style="list-style-type: none"> • using hyphens to avoid ambiguity • using semicolons, colons or dashes to mark boundaries between independent clauses • using a colon to introduce a list • punctuating bullet points consistently
<p style="text-align: center;">Grammatical Terminology</p>	<ul style="list-style-type: none"> • adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks') 	<ul style="list-style-type: none"> • determiner, pronoun, possessive pronoun, adverbial 	<ul style="list-style-type: none"> • modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity 	<ul style="list-style-type: none"> • subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points