



St. Paulinus Catholic Primary School

Inspiring all to live, learn and love in the light of Jesus (cf John 8:12)



Learning Progression Subject: Writing							
Key Area	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Transcription	Write recognisable letters, most of which are correctly formed; Write simple phrases and sentences that can be read by others.	Naming the letters of the alphabet in order Using letter names to distinguish between alternative spellings of the same sound Add prefixes and suffixes: Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs Using the prefix un– Using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]	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	Use further prefixes and suffixes and understand how to add. Spell further homophones Spell words that are often misspelt . Place the possessive apostrophe accurately in words with regular plurals [for example, girls’, boys’] and in words with irregular plurals [for example, 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 include		Use further prefixes and suffixes and understand the guidance for adding them. Continue to distinguish between homophones and other words which are often confused	

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		Apply simple spelling rules and guidance. Write from memory simple sentences.		words and punctuation taught so far.			
Composition	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	<p>Say out loud what they are going to write about</p> <p>Compose a sentence orally before writing it</p> <p>Sequence sentences to form short narratives</p> <p>Re-read what they have written to check that it makes sense</p> <p>Discuss what they have written with the teacher or other pupils</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p>	<p>Write narratives about personal experiences and those of others (real and fictional)</p> <p>Write about real events</p> <p>Write poetry</p> <p>Write for different purposes</p> <p>Consider what they are going to write before beginning by: Plan or saying out loud what they are going to write about</p> <p>Write down ideas and/or key words, including new vocabulary</p> <p>Encapsulate what they want to say, sentence by sentence</p> <p>Make simple additions, revisions</p>	<p>Plan writing:</p> <p>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>Discuss and draft:</p> <p>Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>Organise paragraphs around a theme</p> <p>In narratives, creating settings, characters and plot</p> <p>In non-narrative</p>		<p>Plan writing:</p> <p>Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>Note and develop initial ideas, drawing on reading and research where necessary</p> <p>In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p>Draft and write:</p> <p>Select appropriate grammar and vocabulary,</p>	

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			<p>and corrections to their own writing by: Evaluating their writing with the teacher and other pupils Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form Proof-read to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] Read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>material, using simple organisational devices [for example, headings and sub-headings] Evaluate and edit: 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 Proof-read 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</p>		<p>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 Précis longer passages Use a wide range of devices to build cohesion within and across paragraphs Use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] Evaluate and edit: Assess the effectiveness of their own and others' writing Propose changes to</p>	
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				the meaning is clear.		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 Proof-read for spelling and punctuation errors	
Grammar		Join words and joining clauses using and Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation Use a capital letter	Develop their understanding of the concepts by Learn how to use both familiar and new punctuation, including full stops, capital letters, exclamation marks,	Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Use the present		Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms Use passive verbs to	

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		<p>for names of people, places, the days of the week, and the personal pronoun 'I'</p>	<p>question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</p> <p>Learn how to use: Sentences with different forms: statement, question, exclamation, command Expanded noun phrases to describe and specify [for example, the blue butterfly] The present and past tenses correctly and consistently including the progressive form Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p>	<p>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 Use commas after fronted adverbials Indicate possession by using the possessive apostrophe with plural nouns Use and punctuate direct speech Use and understand the grammatical accurately and appropriately when discussing their writing and reading.</p>		<p>affect the presentation of information in a sentence Use the perfect form of verbs to mark relationships of time and cause Use expanded noun phrases to convey complicated information concisely Use modal verbs or adverbs to indicate degrees of possibility Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun Use commas to clarify meaning or avoid ambiguity in writing Use hyphens to avoid ambiguity Use brackets, dashes or commas to indicate parenthesis Use semi-colons,</p>	
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						colons or dashes to mark boundaries between independent clauses Use a colon to introduce a list Punctuate using bullet points consistently	
Spelling	Spell words by identifying sounds in them and representing the sounds with a letter or letters.	Words containing each of the 40+ phonemes already taught Common exception words The days of the week	Segment spoken words into phonemes and representing these by graphemes, spelling many correctly Learn 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 Learn to spell common exception words Learn to spell more words with	Develop a range of personal strategies for learning new and irregular words Develop a range of personal strategies for spelling at the point of composition Develop a range of strategies for checking and proof reading spellings after writing Use further prefixes and suffixes and understand how to add them Begin to recognise different word families spell further homophones	Develop a range of personal strategies for learning new and irregular words Develop a range of personal strategies for spelling at the point of composition Develop a range of strategies for checking and proof reading spellings after writing Use further prefixes and suffixes and understand how to add them Spell further homophones Spell words that are often misspelt Place the possessive	Develop a range of personal strategies for learning new and irregular words Develop a range of personal strategies for spelling at the point of composition Develop a range of strategies for checking and proof reading spellings after writing Use further prefixes and suffixes and understand the guidance for adding them Spell some words with 'silent' letters [for example, knight, psalm, solemn]	Develop a range of personal strategies for learning new and irregular words Develop a range of personal strategies for spelling at the point of composition Develop a range of strategies for checking and proof reading spellings after writing Use further prefixes and suffixes and understand the guidance for adding them Spell some words with 'silent' letters [for example, knight,

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			<p>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</p>	<p>spell words that are often misspelt Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, 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 include words and punctuation taught so far Proof-read for spelling errors</p>	<p>apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, 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 include words and punctuation taught so far Begin to recognise different word families Proof-read for spelling errors</p>	<p>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. Use dictionaries to check the spelling and meaning of words Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary Use a thesaurus- e.g. building up an understanding of word families Proof-read for spelling errors</p>	<p>psalm, solemn] 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. Use dictionaries to check the spelling and meaning of words Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary Use a thesaurus- e.g. building up an understanding</p>
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							of word families through synonyms and antonyms Proof-read for spelling errors
Handwriting	Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; Use a range of small tools, including scissors, paint brushes and cutlery; Begin to show accuracy and care when drawing.	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’ (i.e. letters that are formed in similar ways) and to practise these.	Form lower-case letters of the correct size relative to one another 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.	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 [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].		Write legibly, fluently and with increasing speed by: 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.	

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