

Strand	F5	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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COMPOSITION	Plan	<p>Talk about their ideas.</p>	<p>Say out loud what they are going to write about, making simple pictorial or written records where appropriate.</p>	<p>Planning or saying out loud what they are going to write about, noting ideas or key words &amp; new vocabulary.</p> <p>Deciding what they want to say, sentence by sentence.</p>	<p>Plan, discuss and record ideas, using similar writing to learn from its structure, vocabulary and grammar.</p>	<p>Make increasingly detailed notes, using similar writing to support with structure, vocabulary and grammar.</p>	<p>To plan their writing by identifying the audience for &amp; purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>Noting and developing initial ideas, drawing on reading and research where necessary.</p> <p>Discuss how authors have developed characters and settings in what they have read, listened to or seen performed.</p>	<p>Make detailed notes on an appropriate planning format, drawing on reading &amp; research where necessary.</p> <p>Independently identify the audience, purpose, form and style of writing and use as a model for their own writing.</p> <p>Consider how authors have developed characters and settings in what they have read, listened to or seen performed.</p>
	Draft	<p>Provide words to complete unfinished sentences.</p> <p>Compose a sentence orally.</p> <p>Retell all or part of a story or nursery rhyme.</p>	<p>Orally compose a sentence before writing it.</p> <p>Write a sentence or a sequence of sentences for a given purpose (e.g., short narrative).</p> <p>Write from memory, simple dictated sentences.</p>	<p>Explain, one sentence at a time, what they want to write.</p> <p>Write longer sequences of sentences (leading to paragraphs), for a range of genres, including fiction, non-fiction and poetry.</p> <p>Write longer sequences of sentences about personal experiences and those of others (real or fictional)</p>	<p>Orally compose and rehearse sentences (including dialogue) to reflect the genre/text type using a range of vocabulary &amp; sentence structures.</p> <p>Begin to organise their writing into paragraphs around a theme.</p> <p>Create settings, characters and plots in narratives.</p> <p>In non-narrative material, use simple organisational devices (e.g., headings and sub-headings).</p>	<p>Compose and rehearse sentences specific to the genre/text type (including standard &amp; non-standard English, e.g., in dialogue for characters), progressively building a varied &amp; rich vocabulary and an increasing range of sentence structures.</p> <p>Use paragraphs to organise ideas around a theme. Some attempt to link paragraphs together across a text.</p> <p>Describe settings &amp; characters in detail and create well-developed plots, using inverted commas &amp; other punctuation to indicate direct speech.</p>	<p>Select increasing appropriate vocabulary and sentence structures for the genre of writing</p> <p>Consistently make links across paragraphs to effectively control text.</p> <p>Use a wide range of devices to build cohesion within paragraphs</p> <p>Use a wider range of presentational and organisational devices to structure texts (e.g., headings bullet points, underlining).</p> <p>Describe settings and characters in detail using dialogue to convey character and advance the action.</p>	<p>Select appropriate grammar &amp; vocabulary to change &amp; enhance meaning.</p> <p>Link ideas within and across paragraphs using a wider range of cohesive devices.</p> <p>Use a range of organisational devices effectively to guide the reader.</p> <p>Write an accurate précis that includes the main details from the text in a succinct paragraph or paragraphs.</p> <p>Describe settings, characters &amp; atmosphere using well-chosen vocabulary, integrating dialogue effectively.</p>
	Evaluate	<p>Re-read to check that writing says what was intended.</p>	<p>Re-read to check that writing makes sense.</p> <p>Discuss what they have written with the teacher or other pupils.</p>	<p>Re-read to check that writing makes sense and fits the purpose intended.</p> <p>Evaluate their writing with the teacher and other pupils.</p>	<p>Re-read to check that writing makes sense &amp; is structured correctly for the purpose intended.</p> <p>Notice some ways to improve the grammar or vocabulary to suit the purpose (<i>additional information &amp; vocabulary choices</i>).</p> <p>Assess the effectiveness of their own writing &amp; suggest improvements.</p>	<p>Re-read to check that writing makes sense and is structured correctly for the purpose intended (<i>level of detail, vocabulary or repetitiveness</i>).</p> <p>Assess the effectiveness of their own and other's writing.</p>	<p>Re-read to check for sense, structure and purpose (<i>sentences and paragraphs are well-structured and sequenced</i>).</p> <p>Assess effectiveness of their own and other's writing and suggest improvements to vocabulary, grammar and punctuation to enhance effects.</p>	<p>Re-read to check the meaning is clear and writing is well-structured.</p> <p>Assess effectiveness of writing and make improvements to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p>
	Edit	<p>Check for correct spelling or phonetically plausible attempts at unknown words.</p>	<p>Check for correct spelling of words and sentence punctuation with capital letters and full stops.</p>	<p>Proofread for errors in spelling, grammar and punctuation (e.g., ends of sentences punctuated correctly)</p> <p>Check verbs to indicate time are used correctly and consistently, including verbs in the continuous form.</p>	<p>Check spelling and punctuation.</p> <p>Check correct and consistent verb tense and forms.</p>	<p>Check spelling, punctuation and grammar and suggest ways to improve consistency including the accurate use of pronouns in sentences.</p> <p>Check correct and consistent verb tense and forms.</p>	<p>Proofread for spelling and punctuation errors.</p> <p>Check for correct and consistent verb tense and forms throughout a piece of writing.</p>	<p>Ensure accurate spelling, punctuation and grammar.</p> <p>Ensure consistent and correct use of tense and correct subject-verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</p>

## Totley All Saints Progression in Writing Strands

Strand		F5	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Perform and Present	Read aloud their words or sentences so that an adult can hear and check that what is being read is correct.	Read their writing aloud, clearly enough to be heard by other children and the teacher.	Read their writing aloud clearly, audibly and with appropriate intonation to make the meaning clear	Read aloud their own writing with appropriate intonation and volume so that the meaning is clear.	Read aloud their own writing to a group or the whole class, using appropriate intonation and controlling their tone and volume so that the meaning is clear.	Perform their own compositions with appropriate intonation and volume, and some consideration of movement.	Perform their own compositions effectively, using appropriate intonation, volume and movement so that meaning is clear.
Grammar <small>See NC APP 2 for further detail</small>	Word	In word play, use words to describe objects/pictures.	Write noun phrases (a noun and an article) e.g., the dog, a man, my dad.	Use adjectives to write expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon].	Use a or an depending on whether the next word begins with a consonant or a vowel (e.g., <u>a</u> rock, <u>an</u> open box).  Express time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]	Write noun phrases expanded by a wider range of adjectives (size, colour, age, personality, feeling, texture, appearance etc), nouns & prepositional phrases (e.g., at midnight, in the corner, with the red hair).  Use conjunctions, adverbs and prepositions to express time and cause.	Use expanded noun phrases to convey complicated information concisely  Indicate degrees of possibility using adverbs (e.g., perhaps, surely), or modal verbs (e.g. might, should, will must).  Choose synonyms & antonyms understanding how they are related by meaning (e.g., big, large, little).	Use expanded noun phrases to convey complicated information concisely  Use modal verbs or adverbs to indicate degrees of possibility.  Understand the difference between vocabulary typical of informal & formal speech and writing (e.g., find out – discover; ask for – request; go in – enter).  Use relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun.
	Verbs	Make simple noun & verb combinations verbs (I jump, I walk, we sing, you dance, they eat).	Begin to use present and past tense verbs correctly, knowing that some past tense verbs are irregular (e.g. saw, ran, swam, went, sang, ate, wrote).	Use present and past tenses correctly and consistently  Use the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]	Begin to use the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play].  Begin to understand the grammatical differences between plural & possessive -s.	Use standard English forms for verb inflections instead of local spoken forms [e.g., we were instead of we was, or I did instead of I done].  Learn some differences between Standard English and non-Standard English; begin to apply what they have learnt, e.g., in writing dialogue for characters  Understand grammatical differences between plural and possessive -s.  Use the present perfect form of verbs in contrast to the past tense.	Ensuring the consistent and correct use of tense throughout a piece of writing.  Use tense choices to link ideas across sentences and paragraphs (e.g., Past perfect: he had seen her before).  Begin to recognise passive verbs & how they affect the presentation of information in a sentence - e.g. I broke the window in the greenhouse vs The window in the greenhouse was broken (by me).  using the perfect form of verbs to mark relationships of time and cause.	Ensuring the consistent and correct use of tense throughout a piece of writing  Use the passive to affect the presentation of information in a sentence [e.g., I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)].  Use subjunctive forms such as If I were or Were they to come in some very formal writing and speech  Use the perfect form of verbs to mark relationships of time and cause.

## Totley All Saints Progression in Writing Strands

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sentence		<p>Know that you need more than one word to make a sentence and compose sentences orally.</p> <p>Write a simple dictated sentence.</p> <p>Leave spaces between words.</p>	<p>Understand how words can combine to make sentences</p> <p>Group a noun + verb with related words, into a sentence.</p> <p>Join words and clauses using <i>and</i></p> <p>Write from memory simple sentences dictated by the teacher</p> <p>Leave spaces between words.</p>	<p>Use subordination (using when, if, that, because) and co-ordination (using or, and, but)</p> <p>Write sentences with different forms: Statement, question, exclamation or command &amp; understand how the grammatical patterns in the sentence indicate its function.</p> <p>Use some features of written standard English.</p> <p>Write coherent sentences.</p>	<p>Choose nouns &amp; pronouns to avoid repetition.</p> <p>Write a wider range of sentences with more than one clause.</p>	<p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although (<i>examine the changing the order in which information is presented within the sentence e.g., moving the subordinate clause</i>).</p> <p>Begin sentences with adverbial phrases.</p>	<p>Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p> <p>Recognising vocabulary and structures that are appropriate for formal speech and writing.</p>	<p>Vary position of main, subordinate and relative clauses within a sentence.</p> <p>Build more complex, multi-clause sentences to add detail, description and make links across writing.</p> <p>Understand the difference between structures appropriate for informal &amp; formal speech and writing (e.g., the use of question tags: He's your friend isn't he?; or the use of subjunctive forms: If I <u>were</u> or <u>Were they</u> to come, in formal writing &amp; speech).</p>
	Paragraphs	<p>Sequence ideas.</p>	<p>Begin to recognise sentence boundaries in spoken sentences (<i>Notes &amp; Guidance</i>).</p> <p>Sequence related sentences.</p>	<p>Compose individual sentences orally and then write them down</p>	<p>Introduction to paragraphs as a way to group material.</p> <p>Use headings and subheadings to aid presentation.</p>	<p>Use paragraphs to organise ideas around a theme.</p> <p>Consider the sequence of sentences within a paragraph.</p>	<p>Organise paragraphs around a theme with a focus on more complex narrative structures.</p> <p>Use devices to build cohesion within a paragraph (then, after that, this, firstly).</p> <p>Linking ideas across paragraphs using adverbials of time or verb choices (e.g., secondly; he <i>had</i> seen her before).</p>	<p>Use layout devices – headings, subheadings, bullet points, colons, columns or tables to structure text.</p>
	Text	<p><b>Retell familiar stories.</b></p>	<p>Sequence sentences to form short narratives.</p>	<p>Write from memory simple sentences dictated by the teacher.</p> <p>Write a series of sentences on an event/theme.</p>	<p>Express time using conjunctions (when, while, before, after), adverbs (then, next, soon) and prepositions (at, on before, after, during).</p> <p>Express place using prepositions (on, in, at, next to, between, past), &amp; adverbs (in the back, towards, here).</p> <p>Express cause using conjunctions (because, since, so).</p> <p>Use nouns &amp; pronouns to avoid repetition within sentences.</p>	<p>Express time using conjunctions (when, while, before, after), adverbs (then, next, soon) and prepositions (at, on before, after, during).</p> <p>Express place using prepositions (on, in, at, next to, between, past), &amp; adverbs (in the back, towards, here).</p> <p>Express cause using conjunctions (because, since, so).</p> <p>Use nouns &amp; pronouns to avoid repetition within sentences.</p>	<p>Use Fronted adverbials [e.g., Later that day, I heard the bad news.].</p> <p>Use conjunctions, adverbs and prepositions to express time and cause.</p> <p>Choose appropriate pronouns or nouns within and across sentences for clarity and cohesion and avoid repetition.</p>	<p>Use a wide range of devices to build cohesion within and across a paragraph e.g., <b>synonyms, conjunctions, pronouns</b> (he, she, they, his, hers, their etc), <b>determiners</b> (the, a, that, this, those), <b>relative pronouns</b> (which, who, what) and <b>adverbials</b> for where, when and how.</p>

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Punctuation / Transcription	Sentence demarcation	Start to demarcate a sentence with a capital letter and end it with a full stop.	Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark  Use a capital letter for names of people, places, days of the week & the personal pronoun 'I'.	Use capital letters, full stops, question marks and exclamation marks to demarcate sentences.	Use previous years' sentence demarcation with greater control.	Use previous years' sentence demarcation consistently and accurately.	Use previous years' sentence demarcation consistently and accurately.	Use semi-colons, colons and dashes to mark the boundary between independent clauses (e.g., It's raining; I'm fed up.).
	Commas			Use commas to separate items in a list	Begin to use commas to separate clauses	Use commas after fronted adverbials	Use commas to clarify meaning or avoid ambiguity  Use brackets, dashes or commas to indicate parenthesis	Use hyphens to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]  Use brackets, dashes or commas to indicate parenthesis  Use of a colon to introduce a list and semi-colons within lists  Use bullet points to list information  Use commas correctly  Use ellipsis correctly
	Inverted commas				Begin to use inverted commas to punctuate direct speech	Use inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]	Use dialogue to show character and advance the action.	Use dialogue to show character and advance the action.
	Apostrophes			Use apostrophes to mark where letters are missing in spelling.  Learning the possessive apostrophe (singular) [e.g. the girl's book].	Place the possessive apostrophe accurately in words with regular plurals [e.g., girls', boys'] and in words with irregular plurals [e.g., children's]	Use apostrophes to mark plural possession [e.g., the girl's name, the girls' names]	Use apostrophes consistently & accurately.	Use apostrophes consistently & accurately.

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Spelling / Transcription <small>(See NC appendix 1)</small>	Prefixed & Suffixes	<p>Add the plural -s when no change is needed to the root word.</p> <p>Add prefixes and suffixes: Using the spelling rule for adding -s or -es as the plural marker for nouns &amp; the third person singular marker for verbs</p> <p>Using the prefix un-</p> <p>Add suffixes to verbs where no change of spelling is needed to the root word e.g. -ing, -ed, -er &amp; -est and apply simple spelling rules [e.g., helping, helped, helper, eating, quicker, quickest]</p>	<p>Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly</p> <p>Form adjectives using suffixes such as -ful, -less</p> <p>Use the suffixes -er, -est in adjectives and use -ly in Standard English to turn adjectives into adverbs (App.2)</p> <p>Draw from and apply their growing knowledge of word and spelling structure, as well as their knowledge of root words (Notes &amp; Guidance)</p>	<p>Use further prefixes and suffixes and understand how to add them. (See appendix 1 &amp; RWI)</p> <p>dis- in- im- re- anti- super- sub- -ation -ly -ture -ous -ion -ian</p> <p>Form nouns with a range of prefixes (e.g., super-, anti-)</p>	<p>Use further prefixes and suffixes and understand how to add them. (See appendix 1 &amp; RWI)</p> <p>mis- auto- inter- il- un- mis- dis- ir- super- sub- -ly -sure -sion -ous</p> <p>Form nouns with a range of prefixes (e.g., super-, auto-)</p>	<p>Convert nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify]</p> <p>Use further verb prefixes (e.g., de- over-)</p> <p>Adding suffixes beginning with vowel letters to words ending in -fer.</p>	<p>Use further prefixes and suffixes and understand the guidance for adding them</p> <p>Words ending in -able and -ible.</p> <p>Use of a hyphen (e.g., co-ordinate, co-operate, re-enter, co-own)</p>
	Morphology & Etymology	<p>Spell words containing phase 2, 3 &amp; 4 GPCs.</p> <p>Spell tricky words for the phase being taught.</p>	<p>Spell words containing the 40+ phonemes already taught.</p> <p>Spell common exception words and days of the week.</p> <p>Name the letters of the alphabet, in order.</p> <p>Use letter names to distinguish between alternative spellings of the same sound.</p>	<p>Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.</p> <p>Learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones.</p> <p>Spell common exception words and words with contracted forms.</p> <p>Distinguishing between homophones and near-homophones.</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</p>	<p>Words with the /k/ sound spelt ch (Greek in origin) scheme, chorus, chemist, echo, character (Y3)</p> <p>Words with the /j/ sound spelt ch (mostly French in origin) chef, chalet, machine, brochure (Y3)</p> <p>Short i spelt y (e.g., myth, Egypt) (Y3)</p> <p>Spell further homophones (See App 1 &amp; RWI)</p> <p>Use the first 2 or 3 letters of a word to check its spelling in a dictionary.</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p>Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin) league, tongue, antique, unique (Y4)</p> <p>Words with the /s/ sound spelt sc (Latin in origin) (Y4)</p> <p>Short u spelt ou (e.g., group, soup) (Y4)</p> <p>ay spelt ei eigh, ey (e.g., eight, prey) (Y4)</p> <p>Spell further homophones (See App 1 &amp; RWI)</p> <p>Use the first 2 or 3 letters of a word to check its spelling in a dictionary.</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p> <p>Use dictionaries to check the spelling and meaning of words</p> <p>Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>Use a thesaurus</p>	<p>Words ending in shus spelt -cious -tious</p> <p>Words ending in shul spelt -cial or -tial</p> <p>Words ending in -ant, -ance/-ancy, -ent, -ence/-ency.</p> <p>Words ending in -able, -ible, -ably and -ibly.</p> <p>Words with the /i:/ sound spelt ei after c (e.g., deceive, receive, conceive, perceive, ceiling).</p> <p>-ough letter string (e.g., thought, although, plough)</p> <p>Silent letters b, t</p> <p>Spell further homophones (e.g., aisle, isle; aloud, allowed)</p> <p>Use dictionaries to check the spelling and meaning of words</p> <p>Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>Use a thesaurus</p>

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Handwriting/ transcription	Handwriting	<p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Begin to show accuracy and care when drawing.</p> <p>Write recognisable letters, most of which are correctly formed.</p>	<p>Sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Form capital letters and digits 0-9.</p> <p>Understand which letters belong to which handwriting 'families' (i.e., letters that are formed in similar ways) &amp; practise these.</p> <p>Hold a pencil easily and correctly (<i>see Notes &amp; Guidance</i>)</p>	<p>Form lower-case letters of the correct size relative to one another.</p> <p>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.</p> <p>Write capital letters &amp; digits of the correct size, orientation and relationship to one another &amp; to lower case letters.</p> <p>Use spacing between words that reflects the size of the letters.</p>	<p>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.</p> <p>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].</p>	<p>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.</p> <p>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].</p> <p>Use joined handwriting throughout their independent writing (<i>Notes &amp; Guidance</i>)</p>	<p>Write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> <li>- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>- choosing the writing implement that is best suited for a task.</li> </ul>	<p>Write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> <li>- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>- choosing the writing implement that is best suited for a task.</li> </ul> <p>They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They should also be taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra, and capital letters, for example, for filling in a form.</p>