

St. Mary's and St. Benedict's

Progression of Key Learning in Writing

	In Reception	Early Learning Goal	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Vocabulary, grammar and punctuation	<p>Emergent Writing</p> <ul style="list-style-type: none"> •Develop language skills (listening and talking) in a range of contexts. •Show awareness that writing communicates meaning. •Give meaning to the marks they make. •Understand that thoughts can be written down. •Copies adults writing behaviour, (e.g. Writing on the whiteboard, writing messages when on the phone, etc). •Make marks and drawings using increasing control. 	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> •Write recognisable letters, most of which are correctly formed; •Spell words by identifying sounds in them and representing the sounds with a letter or letters; •Write simple phrases and sentences that can be read by others. <p>(This is the full ELG relating to Writing – it is split into the areas of writing below)</p>	<p>Previous year group and:</p> <ul style="list-style-type: none"> •Say, and hold in memory whilst writing, simple sentences which make sense. •Write simple sentences that can be read by themselves and others. •Separate words with finger spaces. •Punctuate simple sentences with capital letters and full stops. •Use capital letter for the personal pronoun. •Use capital letters for names of people, places and days of the week. •Identify and use question marks and exclamation marks. •Use simple conjunctions (joining words) to link ideas e.g. <i>and</i>. •Extend range of joining words to link words and clauses using <i>but</i> and <i>or</i>. 	<p>Previous year group and:</p> <ul style="list-style-type: none"> •Say, write and punctuate simple and compound sentences using the conjunctions <i>and</i>, <i>but</i> and <i>or</i>. •Use sentences with different forms: statement, question, command, exclamation. •Secure the use of full stops, capital letters, exclamation marks and question marks. •Use commas to separate items in a list. •Use apostrophes for contracted forms e.g. <i>don't</i>, <i>can't</i>, <i>wouldn't</i>, <i>you're</i>, <i>I'll</i>. •Use apostrophes for singular possession in nouns •Use subordination for time e.g. <i>When we had finished our writing, we went out to play. We went out to play when we had finished our writing. Other time</i> 	<p>Previous year group and:</p> <ul style="list-style-type: none"> •Identify clauses in sentences. • Explore and identify main and subordinate clauses in complex sentences. •Explore, identify and create complex sentences using a range of conjunctions e.g. <i>when, if, because, although, while, since, until, before, after, so</i>. •Use the comma to separate clauses in complex sentences where the subordinate clause appears first, e.g. <i>Although it was raining, we decided not to take our coats.</i> •Identify, select, generate and effectively use prepositions for where e.g. <i>above, below, beneath, within, outside, beyond</i>. •Select, generate and effectively use adverbs e.g. <i>suddenly, silently, soon, eventually</i>. •Use inverted commas to punctuate direct speech (speech marks). •Use perfect form of verbs using <i>have</i> and <i>has</i> to indicate a completed action e.g. <i>He</i> 	<p>Previous year group and:</p> <ul style="list-style-type: none"> •Create complex sentences with adverb starters e.g. <i>Silently trudging through the snow, Sam made his way up the mountain.</i> •Use commas to mark clauses in complex sentences •Create sentences with fronted adverbials for when e.g. <i>As the clock struck twelve, the soldiers sprang into action.</i> •Create sentences with fronted adverbials for where e.g. <i>In the distance, a lone wolf howled.</i> •Use commas after fronted adverbials. •Identify, select and use determiners including: <ul style="list-style-type: none"> - articles a/an, the - demonstratives: this/that; these/those - possessives: my/your/his/her/its/our/their - quantifiers: some, any, no, many, much, every 	<p>Previous year group and:</p> <ul style="list-style-type: none"> •Create complex sentences by using relative clauses with pronouns <i>who, which, where, whose, when, that</i> e.g. <i>Sam, who had remembered his wellies, was first to jump in the river. The robberies, which had taken place over the past month, remained unsolved.</i> •Create complex sentences where the relative pronoun is omitted e.g. <i>Tina, standing at the bus stop, pondered the day ahead.</i> • Create and punctuate complex sentences using ed opening clauses, e.g. <i>Exhausted from the race, Sam collapsed in a heap.</i> • Create and punctuate complex sentences using ing opening clauses, e.g. <i>Grinning with anticipation, Paul launched himself from the diving board.</i> •Create and punctuate complex sentences using simile starters, e.g. <i>Like a fish out of water, she conversed</i> 	<p>Previous year group and:</p> <ul style="list-style-type: none"> •Manipulate sentences to create particular effects. •Use devices to build cohesion between paragraphs in persuasive, discursive and explanatory texts e.g. <i>on the other hand, the opposing view, similarly, in contrast, although, additionally, another possibility, alternatively, as a consequence</i>. •Use devices to build cohesion between paragraphs in narrative e.g. <i>in the meantime, meanwhile, in due course, until then</i>. •Use ellipsis to link ideas between paragraphs. • Use repetition of a word or phrase to link ideas between paragraphs. •Use repetition of a word or phrase to link ideas across paragraphs •Identify and use semi-colons to mark the boundary between independent clauses

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	<ul style="list-style-type: none"> • Know there is a sound/symbol relationship. • Use some recognisable letters and own symbols. • Write letters and strings, sometimes in cluster like words. • Beginning to use appropriate letters for initial sounds. • Beginning to build words using letter sounds in their writing. • Use writing in their play. • Use familiar words in their writing. • Show awareness of the different audience for writing. 		<ul style="list-style-type: none"> • Make singular nouns plural using 's' and 'es' e.g. <i>dog, dogs; wish, wishes.</i> • Add suffixes to verbs where no spelling change is needed to the root word e.g. <i>helping, helped, helper.</i> • Add the prefix 'un' to verbs and adjectives to change the meaning e.g. <i>untie, unkind.</i> 	<p><u>conjunctions:</u> <i>while, as, before, after.</i></p> <ul style="list-style-type: none"> • Use subordination for reason e.g. <i>I put my coat on because it was raining. Because it was raining, I put on my coat. Other reason conjunctions: so, if, then, for, unless.</i> • Use subordinating conjunction that in a sentence, e.g. <i>I hope that it doesn't rain on sports day.</i> • Select, generate and effectively use verbs. • Explore the progressive form of verbs in the present tense (e.g. <i>she is drumming</i>) and past tense (e.g. <i>he was shouting</i>) to mark actions in progress. • Use past tense for narrative, recount (e.g. <i>diary, newspaper report, biography</i>) historical reports. • Use present tense for nonchronological reports and persuasive adverts. 	<p><i>has gone out to play</i> (present perfect) instead of <i>he went out to play</i> (simple past).</p> <ul style="list-style-type: none"> • Use the determiner <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or vowel e.g. <i>a rock, an open box.</i> • Explore and collect word families e.g. <i>medical, medicine, medicinal, medic, paramedic, medically</i> to extend vocabulary. • Explore and collect words with prefixes <i>super, anti, auto.</i> 	<ul style="list-style-type: none"> • Use inverted commas and other punctuation to indicate direct speech e.g. <i>The tour guide announced, "Be back here at four o'clock."</i> • Identify, select and effectively use pronouns. • Use nouns for precision, e.g. <i>burglar rather than man, bungalow rather than house.</i> • Explore, identify, collect and use noun phrases e.g. <i>The crumbly cookie with tasty marshmallow pieces melted in my mouth.</i> • Explore, identify and use Standard English verb inflections for writing e.g. <i>We were instead of we was. I was instead of I were, I did instead of I done. She saw it instead of she seen it.</i> • Use apostrophes for singular and plural possession e.g. <i>the dog's bone and the dogs' bones.</i> 	<p><i>awkwardly with the other guests.</i></p> <ul style="list-style-type: none"> • Demarcate complex sentences using commas in order to clarify meaning. • Use commas to avoid ambiguity, e.g. 'Let's eat Grandma.' And 'Let's eat, Grandma.' • Identify and use commas to indicate parenthesis, e.g. <i>The house, lonely and abandoned, teetered on the edge of the cliff.</i> • Identify and use brackets to indicate parenthesis, e.g. In formal writing: <i>The Cheetah (Acinonyx jubatus) inhabits open grassland in Africa.</i> • Identify and use dashes to indicate parenthesis, e.g. In less formal writing: <i>The cake was lovely – delicious in fact – so I had another slice.</i> • Explore, collect and use modal verbs to indicate degrees of possibility, e.g. <i>might, could, shall, will, must.</i> • Use devices to build cohesion within a paragraph e.g. <i>firstly,</i> 	<p>e.g. <i>It is raining; I am fed up.</i></p> <ul style="list-style-type: none"> • Investigate and collect a range of synonyms and antonyms e.g. <i>mischievous, wicked, evil, impish, spiteful, well-behaved.</i> • Explore how hyphens can be used to avoid ambiguity e.g. <i>man eating shark</i> versus <i>man-eating shark.</i> • Explore and collect vocabulary typical of formal and informal speech and writing e.g. find out – discover, ask for – request, go in – request. • Identify the subject and object of a sentence. • Explore and use question tags typical of informal speech and writing • Explore, collect and use subjunctive forms of formal speech and writing • Explore and investigate active and passive e.g. <i>I broke the window in the greenhouse versus the window in</i>

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	(N.B links to daily systematic teaching of phonics)			<ul style="list-style-type: none"> •Select, generate and effectively use nouns. •Add suffixes <i>ness</i> and <i>er</i> to create nouns e.g. <i>happiness, sadness, teacher, baker</i>. •Create compound words using nouns, e.g. <i>whiteboard</i> and <i>football</i>. •Select, generate and effectively use adjectives. •Identify, generate and effectively use noun phrases e.g. <i>the blue butterfly with shimmering wings</i> (for description), <i>granulated sugar</i> (for specification). •Add suffixes <i>ful</i> or <i>less</i> to create adjectives e.g. <i>playful, careful, careless, hopeless</i>. 			<p><i>then, presently, subsequently.</i></p> <ul style="list-style-type: none"> •Link ideas across paragraphs using adverbials for time, place and numbers e.g. <i>later, nearby, secondly.</i> •Identify and use brackets and dashes •Use suffixes <i>-ate, -ise, -ify</i> to convert nouns and adjectives into verbs. •Investigate verb prefixes e.g. <i>dis-, re-, pre-, mis-, over-</i>. 	<p><i>the greenhouse was broken.</i></p> <ul style="list-style-type: none"> •Explore, collect and use examples of the perfect form of verbs to mark relationships of time and cause e.g. <i>I had eaten lunch when you came</i> (past perfect); <i>She has eaten lunch already</i> or <i>I have eaten lunch already</i> (present perfect); <i>I will have eaten lunch by then</i> (future perfect). •Punctuate bullet points consistently •Identify and use colons to introduce a list. •Identify and use semi-colons within lists.

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				<ul style="list-style-type: none"> •Use suffixes <i>er</i> and <i>est</i> to create adjectives e.g. <i>faster, fastest, smaller, smallest.</i> •Select, generate and effectively use adverbs. •Use suffix <i>ly</i> to turn adjectives into adverbs e.g. <i>slowly, gently, carefully.</i> 				
Terminology for pupils			letter, capital letter word, singular; plural sentence punctuation, full stop, question mark, exclamation mark	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma	preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')	determiner pronoun, possessive pronoun adverbial, clause	modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity	subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points

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Composition	<ul style="list-style-type: none"> • Use talk to organize, articulate, sequence and clarify thinking, ideas, feelings and events. • Understands that thoughts and stories can be written down. • Have their own ideas and reasons for writing. • Orally compose a sentence and hold it in memory before attempting to write it. • Begin to use simple sentence forms. • Can talk about the features of their own writing. • Write a simple narrative. • Write different text forms for different purposes (e.g. 	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Write simple phrases and sentences that can be read by others. 	<p>Previous year group and:</p> <p>Planning</p> <ul style="list-style-type: none"> • <u>Orally plan and rehearse ideas.</u> • <u>Sequence ideas and events in narrative.</u> • <u>Sequence ideas and events in non-fiction.</u> <p>• Use familiar plots for structuring the opening, middle and end of their stories.</p> <p>Drafting and Writing</p> <ul style="list-style-type: none"> • <u>Orally compose every sentence before writing.</u> • <u>Re-read every sentence to check it makes sense.</u> <p>• Compose and sequence their own sentences to write short narratives.</p> <p>• Compose and sequences their own sentences to write short non-fiction texts e.g. recounts, information texts, instructions.</p> <ul style="list-style-type: none"> • Use formulaic phrases to open and close texts. 	<p>Previous year group and:</p> <p>Planning</p> <ul style="list-style-type: none"> • Plan and discuss what to write about e.g. <i>story mapping, collecting new vocabulary, key words and ideas.</i> <p>Drafting and Writing</p> <ul style="list-style-type: none"> • Orally rehearse each sentence prior to writing. • Develop a positive attitude to writing. • Develop stamina for writing in order to write at length. • Write about real and fictional events. • Write simple poems based on models. • Make simple notes from nonfiction texts e.g. highlighting and noting key words. • Use specific text type features to write for a range of audiences and purposes e.g. <i>to instruct, inform, entertain, explain, discuss, persuade.</i> 	<p>Previous year group and:</p> <p>Planning</p> <ul style="list-style-type: none"> • Read and analyse narrative, nonfiction and poetry in order to plan and write their own versions. • Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, nonfiction and poetry. • <u>Discuss and record ideas for planning using a range of formats e.g. chunking a plot, story maps, flow charts, boxing up.</u> <p>Drafting and Writing</p> <ul style="list-style-type: none"> • Create and develop settings for narrative. • Create and develop characters for narrative. • Improvise, create and write dialogue. • Create and develop plots based on a model. • Generate and select from vocabulary banks e.g. <i>noun phrases, powerful verbs, technical language, synonyms for said</i> appropriate to text type. <ul style="list-style-type: none"> ▪ Group related 	<p>Previous year group and:</p> <p>Planning</p> <ul style="list-style-type: none"> • Read and analyse narrative, nonfiction and poetry in order to plan their own versions. • Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, nonfiction and poetry. • <u>Discuss and record ideas for planning e.g. story mountain, story map, text map, non-fiction bridge, story board, boxing-up text types to create a plan.</u> <p>Drafting and Writing</p> <ul style="list-style-type: none"> • Develop settings and characterisation using vocabulary to create emphasis, humour, atmosphere, suspense. • Plan and write an opening paragraph which combines setting and character/s. ▪ Improvise and compose dialogue, demonstrating their understanding of Standard and non-Standard English. 	<p>Previous year group and:</p> <p>Planning</p> <ul style="list-style-type: none"> • Identify the audience and purpose • Select the appropriate language and structures. • Use similar writing models. • Note and develop ideas. • Draw on reading and research. <ul style="list-style-type: none"> ▪ Think how authors develop characters and settings (in books, films and performances). <p>Drafting and Writing</p> <ul style="list-style-type: none"> • Select appropriate grammar and vocabulary. • Blend action, dialogue and description within and across paragraphs. • Use different sentence structures with increasing control (see VGP). • Use devices to build cohesion (see VGP column). • Use organisation and presentational devices e.g. <i>underlining, bullet points, headings.</i> 	<p>Previous year group and:</p> <p>Planning</p> <ul style="list-style-type: none"> • Identifying audience and purpose. • Choose appropriate text-form and type for all writing. <ul style="list-style-type: none"> ▪ Select the appropriate structures, vocabulary and grammar. • Draw on similar writing models, reading and research. • Compare how authors develop characters and settings (in books, films and performances). • Use a range of planning approaches e.g. <i>storyboard, story mountain, discussion group, post-it notes, ICT story planning.</i> <p>Drafting and Writing</p> <ul style="list-style-type: none"> • Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for recision and impact.

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	lists, stories, menus, instructions, labels, captions, recipes, postcards).		<p>•Write in different forms with simple text type features e.g. <i>instructions, narratives, recounts, poems, information texts.</i></p> <p>Evaluating and Editing</p> <p>•Discuss their writing with adults and peers.</p> <p>Performing</p> <p>•Read aloud their writing to adults and peers.</p>	<p>Evaluating and Editing</p> <p>•Edit and improve their own writing in relation to audience and purpose.</p> <p>•Evaluate their writing with adults and peers.</p> <p>•Proofread to check for errors in spelling, grammar and punctuation.</p> <p>•Proofread to check for correct form of verbs within sentences, e.g. <i>correcting he walking to the shop to he walked to the shop.</i></p> <p>Performing</p> <p>•Read aloud their writing with intonation to make the meaning clear.</p>	<p><u>material into paragraphs.</u></p> <p>•Use headings and sub headings to organise information.</p> <p>Evaluating and Editing</p> <p>•Proofread to check for errors in spelling, grammar and punctuation in own and others' writing.</p> <p>•Discuss and propose changes with partners and in small groups.</p> <p>•Improve writing in the light of evaluation.</p> <p>Performing</p> <p>•Using appropriate intonation, tone and volume to present their writing to a group or class.</p>	<p>•Generate and select from vocabulary banks e.g. <i>powerful adverbs, adverbial phrases, technical language, persuasive phrases, alliteration</i> appropriate to text type.</p> <p>• Use different sentence structures (see VGP)</p> <p>•Use paragraphs to organise writing in fiction and non-fiction texts.</p> <p>•Use organisational devices in onfiction writing, e.g. <i>captions, text boxes, diagrams, lists.</i></p> <p>• Link ideas across paragraphs using fronted adverbials for when and where e.g. <i>Several hours later... Back at home...</i></p> <p>Evaluating and Editing</p> <p>•Proofread to check for errors in spelling, grammar and punctuation.</p> <p>•Discuss and propose changes to own and others' writing with partners/small groups.</p> <p>•Improve writing in light of evaluation</p>	<p>Evaluating and Editing</p> <p>•Assess the effectiveness of own and others' writing in relation to audience and purpose.</p> <p>•Suggest changes to <u>grammar, vocabulary and punctuation</u> to enhance effects and clarify meaning.</p> <p>•Ensure consistent and correct use of tense throughout a piece of writing.</p> <p>•Ensure consistent subject and verb agreement.</p> <p>•Proofread for spelling and punctuation errors.</p> <p>Performing</p> <p>•Use appropriate intonation and volume.</p> <p>•Add movement.</p> <p>•Ensure meaning is clear:</p>	<p>•Select appropriate register for formal and informal purposes, e.g. <i>a speech for a debate (formal), dialogue within narrative (formal or informal), text message to a friend (informal).</i></p> <p>•Blend action, dialogue and description within sentences and paragraphs to convey character and advance the action, e.g. <i>Tom stomped into the room, flung down his grubby, school bag and announced, through gritted teeth, "It's not fair!"</i></p> <p>•Consciously control the use of different sentence structures for effect.</p> <p>•Use a wide range of devices to build cohesion within and across the paragraphs.</p> <p>•Deviate narrative from linear or chronological sequence e.g. <i>flashbacks, simultaneous actions, time-shifts.</i></p> <p>•Combine text-types to create</p>

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						<p>Performing</p> <ul style="list-style-type: none"> Use appropriate intonation, tone and volume to present their writing to a range of audiences. 		<p>hybrid texts e.g. <i>persuasive speech</i>.</p> <ul style="list-style-type: none"> Evaluate, select and using a range of organisation and presentational devices to structure text for different purposes and audiences e.g. <i>headings, subheadings, columns, bullet points, tables</i>. Find examples of where authors have broken conventions to achieve specific effects and use similar techniques in own writing – e.g. <i>repeated use of 'and' to convey tedium, one word sentence</i>. <p>Make conscious choices about techniques to engage the reader including appropriate tone and style e.g. <i>rhetorical questions, direct address to the reader</i>.</p> <ul style="list-style-type: none"> Use active and passive voice to achieve intended effects e.g. <i>in formal reports, explanations and mystery narrative</i>. Précis longer passages.

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								<p>Evaluating and editing</p> <ul style="list-style-type: none"> • Reflect upon the effectiveness of writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning. • Proofread for grammatical, spelling and punctuation errors. <p>Performing</p> <ul style="list-style-type: none"> • Use appropriate and effective intonation and volume. • Add gesture and movement to enhance meaning. ▪ Encourage and take account of audience engagement.

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Transcription: Spelling see also our Spelling progression document and Lancashire Supporting Spelling (for more detail)	<ul style="list-style-type: none"> •Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. •Segment sounds in simple words. •Segment to write VC and CVC words independently using Phase 2 and Phase 3 graphemes (e.g. it, mop, bell). •Make phonetically plausible attempts when writing more complex words, (e.g. using Phase 4 CCVCC). •Spell some irregular common words (tricky) the, to, no, go, independently. •Write own name. 	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> •Spell words by identifying sounds in them and representing the sounds with a letter or letters; 	<p>Previous year group and:</p> <ul style="list-style-type: none"> •Name the letters of the alphabet in order. •Use letter names to distinguish between alternative spellings of the same sound. •Spell words containing each of the phonemes already taught. •Be able to encode the sounds they hear in words. •Be able to read back words they have spelt. •Use their phonic knowledge when spelling unfamiliar words (i.e. produce phonically plausible spellings). •Spell common exception words. • Spell the days of the week. •Use the spelling rule for adding -s or -es 	<p>Previous year group and:</p> <ul style="list-style-type: none"> •Segment spoken words into phonemes and represent these by graphemes, spelling many correctly. •Learn new ways of spelling phonemes for which one or more spellings are already known. • Learn some words with each spelling, including a few common homophones. •Learn to spell common exception words. • Learn to spell more words with contracted forms. • Distinguish between homophones and near homophone. •Add suffixes <i>ness</i> and <i>er</i> to create nouns e.g. <i>happiness, sadness, teacher, baker</i>. • Select, generate and effectively use adjectives. •Add suffixes <i>ful</i> or <i>less</i> to create adjectives e.g. <i>playful, careful, careless, hopeless</i>. 	<p>Previous year group and:</p> <ul style="list-style-type: none"> •Use further prefixes and suffixes and understand how to add them. •Spell further homophones. •Spell words that are often misspelt. •Use the first two 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. •Learn to spell new words correctly and have plenty of practice in spelling them. •Understand how to place the apostrophe in words with regular plurals (e.g. girls', boys'). •Spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology. •Add suffixes beginning with vowel letters to words of more than one syllable 	<p>Previous year group and:</p> <ul style="list-style-type: none"> •Use further prefixes and suffixes and understand how to add them. •Spell further homophones. •Spell words that are often misspelt. •Use the first 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. • Learn to spell new words correctly and have plenty of practice in spelling them. •Understand how to place the apostrophe in words with irregular plurals (e.g. children's). •Spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology. 	<p>Previous year group and:</p> <ul style="list-style-type: none"> •Spell words that they have not yet been taught by using what they have learnt about how spelling works in English. •Use further prefixes and suffixes and understand the guidelines for adding them. •Spell some words with 'silent' letters, e.g. <i>knight, psalm, solemn</i>. • 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. 	<p>Previous year group and:</p> <ul style="list-style-type: none"> •Be secure with all spelling rules previously taught. •Write increasingly confidently, accurately and fluently, spelling with automaticity. •Use a number of different strategies interactively in order to spell correctly. •Develop self-checking and proof-checking strategies. •Use independent spelling strategies for spelling unfamiliar words. Recognise and spell endings -cious or -tious Recognise and spell words -cial Investigate adding suffixes with vowel letters to words ending in -fer Investigate the use of a hyphen Investigate and use further prefixes

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			<p>(i.e. when the word has a /iz/ sound).</p> <ul style="list-style-type: none"> Use the prefix un- for words without any change to the spelling of the root word. Use suffixes -ing, -ed, -er and -est where no change is needed in the spelling of root words. Apply simple spelling rules. Write from memory simple sentences dictated by the teacher that include words taught so far. Divide words into syllables. Spell words with: the sounds -/f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck /n/ sound spelt before k -tch /v/ sounds at the end of words Vowel diagraphs Vowel trigraphs 	<ul style="list-style-type: none"> Use suffixes -er and -est to create adjectives e.g. faster; fastest, smaller; smallest. Use suffix ly to turn adjectives into adverbs e.g. slowly, gently, carefully. Write from memory simple sentences dictated by the teacher that include words and punctuation taught so far. Spell words with contracted forms Learn the possessive apostrophe (singular) Spell words with homophones and near homophones Add suffix -ment Spell words with: Sound spelt as ge/dge at the end and g elsewhere /s/ sound spelt c before e, I and y /n/ sound kn and gn at the beginning Wr at the beginning l/el spelt as -le -el or -al at the end ending -il /aI spely -y at the end of words 	<p>Spell words containing the /^/ sound spelt ou</p> <p>Spell words with endings sounding like -ure and -ture</p> <p>Spell words with /eI/ sound spelt ei, igh or ey</p> <p>Identify and spell irregular past tense verbs</p> <p>Identify and spell irregular plurals</p> <p>Spell words from the Y3 No Nonsense Spelling Programme</p>	<p>Investigate what happens to words ending in f when suffixes are added</p> <p>Identify and spell words with :</p> <p>the /k/ sound spelt ch sound spelt as ch ending in /g/ sound spelt -gue and /k/ spelt -que /s/ spelt sc</p> <p>Understand how diminutives are formed using suffix -ette and prefix mini-</p> <p>Investigate ways in which nouns and adjectives can be made into verbs by the use of suffixes and -ate</p> <p>Spell words from the statutory Y3/4 list</p> <p>Spell words from the Y4 No Nonsense Spelling Programme</p>	<ul style="list-style-type: none"> Use suffixes -ate, -ise, -ify to convert nouns and adjectives into verbs. Investigate verb prefixes e.g. dis-, re-, pre-, mis-, over-. <p>Recognise and spell words correctly ending in:</p> <ul style="list-style-type: none"> -ant, ance/-ancy, -ent, ence/-ency -able and -ible -ably and -ibly <p>Recognise and spell words with the /i:/ sound spelt ei after c</p> <p>Recognise and spell words containing the letter-string ough</p> <p>Recognise and spell the suffixes -al, ary, -ic</p> <p>Spell further suffixes</p> <p>Spell some words with 'silent' letters</p> <p>Spell unstressed vowels in polysyllabic words</p> <p>Develop self-checking and proof-reading strategies</p> <p>Spell untaught words applying knowledge of how spelling works in English</p> <p>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</p>	<p>Distinguish between homophones and other words that are often confused</p> <p>Identify root words, derivations an spelling patterns as a support for spelling</p> <p>Use different strategies</p> <p>Spell words from the Y6 list (Y5/6 statutory list)</p> <p>Spell words from the Y6 No Nonsense Spelling Programme</p>

St. Mary's and St. Benedict's Progression of Key Learning in Writing

	In Reception	Early Learning Goal	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			<p>-y (/i:/or /I/)</p> <p>New consonant spellings ph and wh</p> <p>K for /k/sound</p>	<p>Sound spelt a before l and ll</p> <p>/^/ Sound spelt o</p> <p>/i:/ sound spelt -ey</p> <p>Sound spelt a after aw and qu</p> <p>Sound spelt or after w</p> <p>Sound spelt ar after w</p> <p>Add -es to nouns and verbs ending in -y</p> <p>Add -ed, -ing, -er and -est to a root word ending in -y or -e with a consonant before it or ending in a single consonant letter after a single vowel letter</p> <p>Spell words ending in -tion</p> <p>*Spell words from the Y2 No Nonsense Spelling Programme</p>			<p>Spell words from Y5 list (from statutory Y5/6 word list)</p> <p>Spell words from the Y5 No Nonsense Spelling Programme</p>	

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Progression of Key Learning in Writing

	In Reception	Early Learning Goal	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Transcription: Handwriting		<p>Write left to right and top to bottom.</p> <ul style="list-style-type: none"> Form most lower-case letters correctly; starting and finishing in the right place, going the right way round, correctly orientated. Know how to form clear ascenders ('tall letters') and descenders ('tails'). Form some capital letters correctly, including the initial letter of their name. Form letters from their name correctly. (N.B. the letters children can form correctly will relate to their name, phonics) 	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <u>Hold a pencil with an effective grip.</u> Form <u>lower-case letters</u> correctly, = <u>starting and finishing in the right place, going the right way round, correctly oriented.</u> Have <u>clear ascenders</u> ('tall letters') and <u>descenders</u> ('tails'). Form <u>capital letters</u> correctly. 	<p>Previous year group and:</p> <ul style="list-style-type: none"> Form <u>lower-case letters</u> of the <u>correct size</u> relative to one another. Use <u>upper case letters appropriately</u> e.g. <u>not always writing A as a capital, not using capitals within words.</u> Write <u>upper case letters</u> of the <u>correct size</u> relative to lower case letters. Start using some of the <u>diagonal</u> and <u>horizontal strokes</u> needed to <u>join</u> letters. Orientate capital letters correctly. Use spacing between words which reflects the size of the letters. 	<p>Previous year group and:</p> <ul style="list-style-type: none"> Form and use the <u>four basic handwriting joins.</u> Write <u>legibly.</u> 	<p>Previous year group and:</p> <ul style="list-style-type: none"> Use a joined style throughout their independent writing Write with <u>consistency in size and proportion of letters</u>, e.g. <u>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.</u> 	<p>Previous year group and:</p> <ul style="list-style-type: none"> Write <u>fluently.</u> Choose <u>when</u> it is <u>appropriate to print or join</u> writing e.g. <u>printing for labelling a scientific diagram.</u> 	<p>Previous year group and:</p> <ul style="list-style-type: none"> Write with <u>increasing speed</u> choosing the writing implement that is best suited for a task (e.g. quick notes, letters).

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		phases and other letters which children have been taught to form correctly).						