



Pensilva Primary School – Writing
Progression of Knowledge and Skills



EYFS	Key Stage One Years 1 and 2	Lower Key Stage Two Years 3 and 4	Upper Key Stage Two Years 5 and 6
<p>COMPOSITION: Write with purpose and use imaginative description <i>This concept involves understanding the purpose or purposes of a piece of writing and developing an appreciation of how best to convey these ideas.</i></p> <p>ELG Speaking:</p> <ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; • Describe events in some detail. <p>Literacy ELG: Comprehension</p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; <p>ELG: Being Imaginative and Expressive</p>	<p>COMPOSITION: Write with purpose and use imaginative description <i>This concept involves understanding the purpose or purposes of a piece of writing and developing an appreciation of how best to convey these ideas.</i></p> <ul style="list-style-type: none"> • Say a sentence out loud before writing it. • Plan and discuss the content of writing. (Jotting down ideas, planning the structure, oral rehearsal of what they want to say, sentence by sentence). • Know how words can be combined to make sentences. • Write for a variety of purposes, developing stamina and a positive attitude to writing. • Use some of the characteristic features of the type of writing used. • Write, review and improve writing. 	<p>COMPOSITION: Write with purpose and use imaginative description <i>This concept involves understanding the purpose or purposes of a piece of writing and developing an appreciation of how best to convey these ideas.</i></p> <ul style="list-style-type: none"> • Compose and rehearse sentences orally when drafting and composing. • Plan writing by discussing and recording ideas in a range of ways. (timeline, flowchart, spider diagram, jottings). • Plan writing by discussing examples and using the main features of a type of writing (identified in reading). • Organise narrative writing into clear sentences with more than a basic beginning, middle and end. • Write narrative with a clear structure, characters, settings and plot. • In narrative writing, develop endings to close the narrative appropriately. 	<p>COMPOSITION: Write with purpose and use imaginative description <i>This concept involves understanding the purpose or purposes of a piece of writing and developing an appreciation of how best to convey these ideas.</i></p> <ul style="list-style-type: none"> • When planning, identify the audience and purpose for writing. • Write for a range of audiences. • Understand that the purpose of writing is to inform, entertain or persuade. • Choose the appropriate form of writing using the main features identified in reading. • Adapt grammar and vocabulary used to suit the audience and purpose (choosing the appropriate form and register/ structure/ layout). • Note, develop and research to develop initial ideas. • Choose/devise planning approach to use suitable for the writing purpose.

<ul style="list-style-type: none"> ● Invent, adapt and recount narratives and stories with peers and their teacher; ● Perform songs, rhymes, poems and stories with others, ○ To use a number of simple features of different text types. ○ To make relevant choices about subject matter and appropriate vocabulary choices. ○ To start to engage readers by using adjectives to describe. ○ To develop their own narratives and explanations by connecting ideas or events. 		<ul style="list-style-type: none"> ● Include key vocabulary that links to the style of writing. ● Make adventurous word choices and carefully select language to add detail and to engage the reader, building a varied and rich vocabulary. 	<ul style="list-style-type: none"> ● Use the techniques that authors use to create characters, settings and plots, when writing narrative. ● Create vivid images and use words for deliberate effect and with precision when using adventurous vocabulary and techniques found when reading such as alliteration, similes, metaphors and personification. ● Interweave descriptions of characters, settings and atmosphere with dialogue to convey character and advance the action. ● Use antonyms and synonyms to enhance description, understanding how these words are related. (Y6) ● Use a thesaurus to develop word understanding and build a vocabulary bank.
<p>Composition: Organise writing appropriately This concept involves developing an appreciation of how best to convey ideas through description.</p> <p>ELG Speaking:</p> <ul style="list-style-type: none"> ● Express their ideas and feelings about their experiences using full sentences, ● Retell stories when they have developed a deep familiarity with them. ● Use new vocabulary in different contexts. 	<p>Composition: Organise writing appropriately This concept involves developing an appreciation of how best to convey ideas through description.</p> <ul style="list-style-type: none"> ● Read own writing aloud so it can be heard by others and check for sense (Y1). ● Discuss what has been written with the teacher and other pupils. (Y1). ● Develop control and awareness of the correct tenses. ● Organise writing in line with its purpose. 	<p>Composition: Organise writing appropriately This concept involves developing an appreciation of how best to convey ideas through description.</p> <ul style="list-style-type: none"> ● Use organisational devices such as headings and sub headings to write a non-narrative. ● Use connectives that signal time, shift attention, inject suspense and shift the setting. 	<p>Composition: Organise writing appropriately This concept involves developing an appreciation of how best to convey ideas through description.</p> <ul style="list-style-type: none"> ● Guide the reader by using a range of organisational devices, including a range of connectives. ● Use layout devices such as headings and sub headings, columns, bullets, underlining or tables to structure text. (Y6) ● Ensure correct use of tenses throughout a piece of writing.

<p>Literacy ELG: Comprehension</p> <ul style="list-style-type: none"> • Anticipate – where appropriate – key events in stories; - • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. <p>ELG: Writing</p> <ul style="list-style-type: none"> • Write simple phrases and sentences that can be read by others. ❖ Re-read what they have written to check that it makes sense. ○ To start to engage readers by using adjectives to describe. 			<ul style="list-style-type: none"> • Draft and write by précising longer passages.
<p>Composition: Use paragraphs This concept involves understanding how to group ideas so as to guide the reader.</p> <p>ELG Speaking:</p> <ul style="list-style-type: none"> • Describe events in some detail. 	<p>Composition: Use paragraphs This concept involves understanding how to group ideas so as to guide the reader.</p> <ul style="list-style-type: none"> • Group related information, sequencing sentences to form short narratives (Y1). 	<p>Composition: Use paragraphs This concept involves understanding how to group ideas so as to guide the reader.</p> <ul style="list-style-type: none"> • Know paragraphs are a way to group related material. (Y3) • Open paragraphs with topic sentences and organise paragraphs around a theme. • Sequence paragraphs. • Begin to build cohesion within paragraphs through controlled use of tenses; subordinating and coordinating conjunctions. 	<p>Composition: Use paragraphs This concept involves understanding how to group ideas so as to guide the reader.</p> <ul style="list-style-type: none"> • Write paragraphs that give the reader a sense of clarity, managing shifts in time and place effectively and guiding reader through text. • Use paragraphs correctly so that each one has a clear topic, and has a signal of change in time, place or event. (TIP TOP) • Write paragraphs that make sense if read alone. • Write cohesively at length using a range of cohesive devices (then, after, that, this, firstly) including adverbials [later, nearby, secondly], within and across sentences and

			paragraphs. (Pronouns/adverbials, conjunctions, similes, -ing, -ed, adverb openers/repetition of key words for effect/ prepositional phrases/ tenses are secure/ ellipses in narratives)
<p>Composition: Use sentences appropriately This concept involves using different types of sentences appropriately for both clarity and for effect.</p> <p>ELG Speaking:</p> <ul style="list-style-type: none"> • Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher. ○ To develop their own narratives and explanations by connecting ideas or events. 	<p>Composition: Use sentences appropriately This concept involves using different types of sentences appropriately for both clarity and for effect.</p> <ul style="list-style-type: none"> • Write so that other people can understand the meaning of sentences. • Sequence sentences to form short, clear narratives. (Beginning/middle/end- sentences link and build on from one another (Y1)) • Convey ideas sentence by sentence. • Join sentences with conjunctions and connectives. • Use sequence sentences in chronological order to recount on event/experience. (Basic adverbials for when – First, Then, Next, After that). • Begin to vary the way sentences begin. 	<p>Composition: Use sentences appropriately This concept involves using different types of sentences appropriately for both clarity and for effect.</p> <ul style="list-style-type: none"> • Use a mixture of simple, compound and complex sentences. • Write sentences that include: <ul style="list-style-type: none"> *conjunctions *adverbs *direct speech, punctuated correctly *clauses *adverbial phrases. 	<p>Composition: Use sentences appropriately This concept involves using different types of sentences appropriately for both clarity and for effect.</p> <ul style="list-style-type: none"> • Write sentences that include: <ul style="list-style-type: none"> *relative clauses *modal verbs *relative pronouns *brackets *parenthesis *a mixture of active and passive voice *a clear subject and object * hyphens, colons and semi colons *bullet points.

<p>Composition: Vocabulary, Punctuation and Grammar</p> <p>ELG Speaking:</p> <ul style="list-style-type: none"> • Use past, present, and future tenses and make use of conjunctions, with modelling and support from their teacher. <p>Literacy</p> <p>ELG: Writing</p> <ul style="list-style-type: none"> ❖ Use a capital letter and a full stop to demarcate sentences. ○ To answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events. ○ To use past, present and future ○ To start to engage readers by using adjectives to describe. ○ Begin to leave appropriate spaces between words. <p>Begin to use names of people, places and things.</p>	<p>Composition: Vocabulary, Punctuation and Grammar</p> <p><i>Develop understanding of writing concepts:</i></p> <ul style="list-style-type: none"> • Increasingly use well-chosen adjectives to add detail. • Begin to use nouns and pronouns for variety. • Begin to use adverbs for extra detail. • Make thoughtful and sometimes ambitious word choices; using specific or technical vocabulary in non-narrative writing. <p>Year 1</p> <ul style="list-style-type: none"> • Leave spaces between words. • Use the word ‘and’ to join words and sentences. • Begin to punctuate using a capital letter for the name of people, places, the days of the week and I. • Begin to punctuate using a capital letter and a full stop, question mark or exclamation mark. <p>Year 2</p> <ul style="list-style-type: none"> • Use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes 	<p>Composition: Vocabulary, Punctuation and Grammar</p> <p><i>Develop understanding of writing concepts by:</i></p> <ul style="list-style-type: none"> • Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. • Using the present perfect form of verbs in contrast to the past tense. (Y3) • Recognise and use determiners ‘a’, ‘an’ and ‘the’ appropriately. • Use standard English for verb inflections – instead of spoken forms (we were instead or we was, I did instead of I done) (Y4) • Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. • Detail is added by the expansion of noun phrases before and after the noun and with the use of adverbials and modifying adjective, prepositional phrases (The strict maths teacher with curly hair). (Y4) • Begin sentences in different ways to create effects. • Using conjunctions (when, before, after, while, so), adverbs [then, next, soon, therefore] and prepositions [before, after, during, 	<p>Composition: Vocabulary, Punctuation and Grammar</p> <p><i>Develop understanding of writing concepts by:</i></p> <ul style="list-style-type: none"> • Use a wide range of clause structures, sometimes varying their position within the sentence. (Relative clauses/ embedded clauses/subordinate and coordinating clauses/ adverbials/ prepositional clauses). • Ensure the correct and consistent use of tense. • Understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He’s your friend, isn’t he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]. (Y6) • Using passive verbs to affect the presentation of information in a sentence and change the emphasis. (Y6) • Add precision, detail and qualification using prepositional phrases and adverbs. • Using the perfect form of verbs to mark relationships of time and cause.
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	<p>for contracted forms and to mark singular possession in nouns.</p> <ul style="list-style-type: none"> • Use sentences with different forms: statement, question, exclamation and command. • Use expanded noun phrases to describe and specify (e.g. the blue butterfly). • Use subordination (when, if, that or because). • Use coordination (or, and, but). • Use some features of standard written English. • Use the present and past tenses correctly, including the progressive form. 	<p>in, because of] to express time, place and cause. (Y3)</p> <ul style="list-style-type: none"> • Understand the purpose of adverbs and use them effectively. • Using fronted adverbials of place, time and manner. (Y4) • Use appropriate nouns or pronouns within and across sentences to support cohesion and avoid repetition. (Y4) <p><i>Indicate grammatical and other features by:</i></p> <ul style="list-style-type: none"> • Correctly demarcating statements, questions, exclamations and commands. • Using commas after fronted adverbials. (Y4) • Commas are beginning to be used to mark clauses and phrases. • Use the apostrophe for omission and possession - indicating possession by using the [possessive apostrophe with plural nouns. (Y4)] • Using and punctuating direct speech, sometimes including a comma after the reporting clause. 	<ul style="list-style-type: none"> • Using expanded noun phrases to convey complicated information concisely. • Using modal verbs or adverbs to indicate degrees of possibility. • Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. (Y5) • Start sentences in different ways, (ed/ing/simile openers, adverbials, conjunctions) • Correct subject verb agreement in singular and plural. <p><i>Indicate grammatical and other features by:</i></p> <ul style="list-style-type: none"> • Using commas to clarify meaning or avoid ambiguity in writing. (Y5) • Using hyphens to avoid ambiguity. (Y6) • Using brackets, dashes or commas to indicate parenthesis. (Y5) • Using semi-colons, colons or dashes to mark boundaries between independent clauses. (Y6) • Using a colon to introduce a list and use of semi colons within lists. (Y6) • Punctuating bullet points consistently to list information. (Y6) • Use inverted commas and other punctuation to accurately indicate direct speech.
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Transcription: Present neatly (*Print*)

This concept involves developing an understanding of handwriting and clear presentation.

ELG: Gross Motor Skills:

- Negotiate space and obstacles safely, with consideration for themselves and others;
 - ❖ Use core muscle strength to achieve a good posture when sitting at a table.

ELG: Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
 - ❖ Develop the foundations of a handwriting style which is fast, accurate and efficient.

ELG: Writing

- Write recognisable letters, most of which are correctly formed;
- ***[Begin to form lower case letters in the correct direction, starting and finishing in the right place using the RWI rhymes for letter formation]***

Transcription: Present neatly (*Pre-cursive progressing to continuous cursive*)

This concept involves developing an understanding of handwriting and clear presentation.

Year 1

- Understand which letters belong to which handwriting ‘families’ (letters that are formed in similar ways) and to practise these.
- Sit correctly at a table and hold a pencil correctly and comfortably.
- To form lower-case letters in the correct direction, starting and finishing in the right place [adding lead ins and lead outs to move to a pre-cursive style]
- Form capital letters.
- Form digits 0-9.

Year 2

- Form lower case letters with lead ins and lead outs of the correct size relative to one another;
- Use spacing between words that reflects the size of the letters.
- Use some of the diagonal and horizontal strokes needed to join letters.
- Begin to join letters.
- Write capital letters and digits of consistent size.

Transcription: Present neatly (*Continuous cursive*)

This concept involves developing an understanding of handwriting and clear presentation.

- Use the diagonal and horizontal strokes that are needed to join letters
- Increase the legibility, consistency and quality of their handwriting by ensuring that the downstrokes of letters are parallel and equidistant
- Increase the legibility, consistency and quality of their handwriting.
- Space lines of writing sufficiently so that the ascenders and descenders of letters do not touch.

Transcription: Present neatly (*Continuous cursive*)

This concept involves developing an understanding of handwriting and clear presentation.

- Write fluently, joined and legibly with increasing speed.
- To develop own personal style (join/not join specific letters – loops).
- To choose the writing implement that is best suited for a task (e.g. quick notes, letters).

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<p>Transcription: Spell correctly This concept involves understanding the need for accuracy.</p> <p>ELG: Writing</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. ❖ Write short sentences with words and known sound-letter correspondences using a capital letter and a full stop. 	<p>Transcription: Spell correctly This concept involves understanding the need for accuracy.</p> <p>Year 1 (Refer also to Appendices 1 and 2)</p> <ul style="list-style-type: none"> • Spell words containing 40+ already taught phonemes. • Spell common exception words (see appendix 1). • Name letters of the alphabet in order. • Use letter names to show alternative spellings of the same phonemes. • Add prefixes and suffixes, learning the rule for adding s and es as a plural marker for nouns, and the third person singular marker for verbs (I drink - he drinks). • Use the prefix un. • Use suffixes where no change to the spelling of the root word is needed: helping, helped, helper, eating, quicker, quickest. • Use spelling rules. • Write simple sentences dictated by the teacher. • Begin to spell compound words. <p>Year 2 (Refer also to Appendices 1 and 2)</p>	<p>Transcription: Spell correctly This concept involves understanding the need for accuracy.</p> <p>Refer also to Appendices 1 and 2)</p> <ul style="list-style-type: none"> • Use prefixes and suffixes and understand how to add them. • Recognise and spell additional homophones correctly. • Spell correctly often misspelt words from the Year 3 and 4-word list. • Place the possessive apostrophe accurately in words with regular plurals (for example, girls', boys') and in words with irregular plurals (for example, children's). • Understand the grammatical difference between plural and possessive -s (Y4). • 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. • Spell correctly word families based on common words: (solve, solution, solver). • Identify the root word in longer words. 	<p>Transcription: Spell correctly This concept involves understanding the need for accuracy.</p> <p>Refer also to Appendices 1 and 2)</p> <ul style="list-style-type: none"> • Use further prefixes and suffixes appropriately and understand the guidance for adding them. • Explore word endings (cious, tious, cial, tial, ant, ent, able, ible, ably, ibly, . • Use hyphens (co-ordinate, re-enter, co-own) . • Spell words spelt ei after c and containing ough. • Spell some words with silent letters (knight, psalm and solemn). • Distinguish between homophones and other words that are often confused. • Use a range of spelling strategies not just phonics - knowledge of morphology and etymology in spelling and understand that some words need to be learned specifically. • Use the first three or four letters of a word to look up the meaning or spelling of words in a dictionary. • Proof read and edit work to check for spelling errors. • Draw on knowledge of root words to spell (e.g. ordinary: extra-ordinary, ordinarily).
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	<ul style="list-style-type: none"> • Spell by segmenting words into phonemes and represent them with the correct graphemes. • Learn alternative ways to represent phonemes. • Spell common exception words correctly. • Use apostrophes for the most common contracted words (can't, don't). • Form longer words using suffixes to spell longer words (-ment, -ness, -ful, ly and -less). • Spell by compounding (whiteboard, superman). • Use the possessive apostrophe. (singular) (for example, the girl's book) • Spell words ending in tion. • Distinguish between homophones and near-homophones. • Use of the suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs • Write from memory simple sentences dictated by the teacher that include the GPCs, common exception words and punctuation taught so far. 		<ul style="list-style-type: none"> • Spell the vast majority of words correctly. • Spell correctly often misspelt words from the Year 5 and 6-word list.
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<p>Analyse writing This concept involves understanding how grammatical choices give effect and meaning to writing.</p> <p>ELG Speaking:</p> <ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions- ○ Discuss writing with the teacher and other pupils. ○ Use and understand grammatical terminology in discussing writing: <p>Reception</p> <ul style="list-style-type: none"> • Use and understand grammatical terminology when discussing writing: <p><i>word, sentence, letter, capital letter, full stop,</i></p>	<p>Analyse writing This concept involves understanding how grammatical choices give effect and meaning to writing.</p> <ul style="list-style-type: none"> • Discuss writing with the teacher and other pupils. <p>Year 1</p> <ul style="list-style-type: none"> • Use and understand grammatical terminology when discussing writing: <p><i>word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark.</i></p> <p>Year 2</p> <ul style="list-style-type: none"> • Use and understand grammatical terminology when discussing writing: <p><i>noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma</i></p>	<p>Analyse writing This concept involves understanding how grammatical choices give effect and meaning to writing.</p> <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. <p>Year 3</p> <ul style="list-style-type: none"> • Use and understand grammatical terminology when discussing writing and reading: <p><i>preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')</i></p> <p>Year 4</p> <ul style="list-style-type: none"> • Use and understand grammatical terminology when discussing writing and reading: <p><i>determiner pronoun, possessive pronoun adverbial</i></p>	<p>Analyse writing This concept involves understanding how grammatical choices give effect and meaning to writing.</p> <ul style="list-style-type: none"> • Discuss writing similar to that which they are planning to write, and use texts read in order to understand and learn from its structure, vocabulary and grammar. <p>Year 5</p> <ul style="list-style-type: none"> • Use and understand grammatical terminology when discussing writing and reading: <p><i>relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity.</i></p> <p>Year 6</p> <ul style="list-style-type: none"> • Use and understand grammatical terminology when discussing writing and reading: <p><i>subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points</i></p>
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<p>Present writing This concept involves learning to reflect upon writing and reading it aloud to others.</p> <ul style="list-style-type: none"> ❖ Re-read what they have written to check that it reflects what they intended it to. 	<p>Present writing This concept involves learning to reflect upon writing and reading it aloud to others.</p> <ul style="list-style-type: none"> • <i>Read aloud writing clearly enough to be heard by peers and the teacher (Y1).</i> • <i>Proof-reading to check for errors in spelling, punctuation and grammar (Y2).</i> • <i>Read aloud writing with some intonation (Y2).</i> • <i>Evaluate writing independently, with peers and with teacher by making simple additions and corrections to improve the effect and impact of the writing and to check that their writing makes sense (Y2)</i> 	<p>Present writing This concept involves learning to reflect upon writing and reading it aloud to others.</p> <ul style="list-style-type: none"> • Read aloud writing to a group or whole class, using appropriate intonation. • Suggest improvements through assessing the writing with peers and through self-assessment. • Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. • Proof-reading to check for errors in spelling, punctuation and grammar 	<p>Present writing This concept involves learning to reflect upon writing and reading it aloud to others.</p> <ul style="list-style-type: none"> • Perform compositions, using appropriate intonation and volume and movement so that meaning is clear. • Proof read and edit work to check for spelling and punctuation errors. • Evaluate writing as a matter of course and proof read to ensure high levels of accuracy, including consistent and correct use of tenses; correct subject and verb agreement when using singular and plural and distinguishing between the language of speech and writing and choosing the appropriate register. • Re-draft writing showing evaluative and reflective thinking which is evidenced with thoughtful and effective changes made to create effects and impact on the reader.
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- ❖ Development Matters Reference
- Other source