

CLIFTONVILLE PRIMARY AND PRE-SCHOOL

Progression Guidance: Writing

This progression document was created in line with the Kent Literacy Leaders and complements the new National Curriculum Programmes of Study for key Stages 1 and 2. Many overlaps exist between this document and the Progression of Grammar, as grammar and punctuation are clearly key elements of the writing process. It is not intended to constrain or restrict teachers' creativity.

Year group	Knowledge, skills and understanding
Year R	Year R is not included in the Programmes of Study for Key Stages 1 and 2. However, it would clearly be appropriate to prepare pupils for the Year 1 statements. Focus on speaking and listening skills to develop speech, particularly communicating effectively in words and sentences. <u>Pupils will need to:</u> - engage in pre-writing or writing-readiness activities - practise holding a writing or drawing implement correctly - practise and enjoy making marks using a variety of materials - make large marks and small marks, using gross and fine motor skills
	Knowledge, skills and understanding
Year 1	<u>Pupils will be taught to write sentences by:</u> - saying out loud what they are going to write about - composing a sentence orally before writing it - sequencing sentences to form short narratives - re-reading what they have written to check that it makes sense. <u>Pupils will be taught to:</u> - discuss what they have written - read aloud their writing clearly enough to be heard - leave spaces between words - join words and clauses with and - begin to punctuate sentences using a capital letter and a full stop - begin to punctuate sentences using a question mark or exclamation mark - use a capital letter for names of people, places, the days of the week and the personal pronoun 'I'

	• learn the grammar for Year 1 in English Appendix 2 • use the grammatical terminology in English Appendix 2 (Year 1) when discussing their writing.
	Knowledge, skills and understanding
Year 2	<u>Pupils will be taught to develop positive attitudes towards and stamina for writing by:</u> • writing narratives about personal experiences and those of others (real and imagined) • writing about real events • writing poetry • writing for different purposes. <u>Pupils will be taught to consider what they are going to write about before beginning by:</u> • planning or saying out loud what they are going to write about • writing down ideas and/or key words • encapsulating what they want to say, sentence by sentence. <u>Pupils will be taught to make simple additions and corrections to their own writing by:</u> • evaluating their writing with others • re-reading to check sense • re-reading to check tense of verbs • proof-reading to check for errors of spelling, grammar and punctuation • read aloud what they have written with appropriate intonation to make the meaning clear. <u>Pupils should be taught to develop their understanding of grammar and punctuation by:</u> • learning how to use familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular). <u>Pupils will learn how to use:</u> • sentences with different forms: statement, question, exclamation and command • expanded nouns phrases to describe and specify [e.g. 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) • appropriate grammar for Year 2 in English Appendix 2 • Some features of written Standard English. • Use and understand the grammatical terminology in English Appendix 2 when discussing their writing.

	Knowledge, skills and understanding
Years 3 and 4	<u>Pupils will be taught to:</u> <u>Plan their writing by:</u> • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • discussing and recording ideas. <u>Draft and write by:</u> • composing and rehearsing sentence orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures • introduce the paragraph as a way to group related material; begin to organise information around a theme • in narratives, develop understanding of 'setting', 'character' and 'plot' and begin to use in own writing • in non-narrative writing, understand and use simple organisational device [e.g. heading, sub-headings]. <u>Evaluate and edit by:</u> • assessing the effectiveness of their own and others' writing, and suggesting improvements • suggesting changes to grammar and vocabulary, which improve writing, including the accurate use of pronouns. • proof-read for spelling and punctuation errors. • read aloud their own writing, using appropriate intonation and volume so that the meaning is clear. <u>Pupils should be taught to develop their understanding of the concepts of grammar, punctuation and vocabulary (Appendix 2) by:</u> • using a wider range of conjunctions, including when, if, because, although • choosing nouns or pronouns for clarity • using conjunctions to express time and cause. <u>Indicate grammatical features by:</u> • indicating possession by using the possessive apostrophe with both singular and plural nouns (Year 4. In Year 3, revise singular nouns and teach plural to pupils who are ready.) • using and punctuating direct speech. • Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. • Use the present perfect form of verbs instead of the simple past [e.g. <i>He has gone out to play</i> rather than <i>He went out to play</i>.

	Knowledge, skills and understanding
Extending Year 4 (See also Years 3/4 above)	Use paragraphs as a way to organise ideas around a theme. <u>Pupils should be taught to:</u> develop their understanding of the concept of grammar, punctuation and vocabulary (Appendix 2) by: • 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 simple past tense [e.g. <i>He has gone out</i> rather than <i>He went out</i>] • choosing nouns or pronouns for clarity and cohesion and to avoid repetition • using conjunctions, adverbs and prepositions to express time and cause. <u>Indicate grammatical features by:</u> • using commas after fronted adverbials • indicating possession by using the possessive apostrophe with both singular and plural nouns. Know the grammatical difference between plural and possessive –s • using and punctuating direct speech. Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. Use Standard English forms for verb inflections instead of local spoken forms [e.g. <i>we were</i> rather than <i>we was</i>]. Identify and understand the term determiner [which specifies a noun as known or unknown, e.g. the; a; an; this; those; my; your; some; every;].
	Knowledge, skills and understanding
Years 5 and 6	<u>Pupils should be taught to:</u> <u>plan their writing by:</u> • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. • noting and developing initial ideas, drawing on reading and research where necessary • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.

Draft and write by:

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- building cohesion within a paragraph [e.g. *then, after that, this, firstly*]
- linking ideas across paragraphs using adverbials of time e.g. *later*, of place e.g. *nearby*, or number e.g. *secondly*, or by tense choice e.g. *he had seen her before*.
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- précising longer passages
- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

Evaluate and edit by:

- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- ensuring 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

Develop their understanding of the concepts set out in English Appendix 2 by:

- recognising vocabulary and structures that are appropriate for formal speech and writing
- using expanded noun phrases to convey complicated information concisely
- using the perfect form of verbs to mark relationships of time and cause
- using relative clauses beginning with *who, which, where, when, whose, that*
- using modal verbs or adverbs to indicate degrees of possibility [e.g. *might; should; will; must or perhaps; surely*].

Indicate grammatical and other features by:

- using commas to clarify meaning or avoid ambiguity
- using brackets, dashes or commas to indicate parenthesis [embedded clause]
- using a dash to mark boundaries between independent clauses [as a separator]
- Identify the subject and object within a sentence.

	Knowledge, skills and understanding
Extending Year 6 (See also Years 5/6 above)	<u>Link ideas across paragraphs using a wider range of cohesive devices,</u> • for example by repeating a word or phrase • using adverbials such as <i>on the other hand</i>, <i>in contrast</i>, or <i>as a consequence of</i> • Use a range of layout devices, e.g. headings, sub-headings, columns, bullet points or tables, to structure a text. <u>Pupils should be taught to:</u> Develop their understanding of the concepts in English Appendix 2 by: • using passive verbs to affect the presentation of information in a sentence e.g. <i>I broke the window in the greenhouse</i>, versus <i>The window in the greenhouse was broken</i>. <u>Indicate grammatical and other features by:</u> • using hyphens to avoid ambiguity • using semi-colons, colons or dashes to mark boundaries between independent clauses • using a colon to introduce a list. • Identify the subject and object of a sentence. • Identify the difference between formal and informal speech, e.g. <i>He's your friend, isn't he?</i> Or the use of subjunctive forms such as <i>If I were</i> or <i>Were they to come</i> in formal writing and speech. • Understand that words are synonyms if they have the same or similar meanings, and antonyms if they are opposite in meaning.