Howley Grange Writing Progression 2023-2024

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics and spelling	**Writing** -Spell words by identifying sounds in them and representing the sounds with a letter or letters (see Phonics scheme).	-Name the letters of the alphabet in order. -Use letter names to distinguish between alternative spellings for the same sound (see Phonics scheme). -Spell words using the 40+ phonemes that are known (see Phonics scheme). -Spell the Y1 common exception words. -Spell the days of the week. -**Add –s or –es to regular nouns to create plural nouns** -Add –s or –es to verbs to show the third person singular -**Add the prefix un- to verbs and adjectives to change their meaning.** -**Add the suffixes –ed, –ing, -er to verbs where no change is needed in the spelling of the root word.** -Add the suffixes -er, and -est to adjectives where no change is needed in the spelling of the root word.	-Segment spoken words into phonemes and represent these by graphemes (see Phonics scheme). -Learn new ways of spelling phonemes for which one or more spellings are already known (see Phonics scheme). -Spell all the Y2 common exception words. -Recognise and spell common homophones and near-homophones. -Spell words with contracted forms. -**Add the suffix -ment to verbs to create nouns.** -**Add the suffix -er to verbs to create nouns.** -**Add the suffixes -er and -est to adjectives to create comparative adjectives.** -**Add the suffix -ly to adjectives to create adverbs.** -**Add the suffixes -ful and -less to nouns or verbs to create nouns or adjectives.** -**Add the suffix -ness to adjectives to create nouns.** -Add –es to nouns and verbs ending in –y. -Add –ed, –ing, –er and –est to a root word ending in –y with a consonant before it. -Add – ing, –ed, –er, –est and –y to words ending in –e with a consonant before it. -Add –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter. -**Create nouns by compounding (eg whiteboard, superman).**	-Use and understand the meaning of the prefixes dis-, mis-, in-, im-, ir-, il-, re- and un-. -**Use and understand the meaning of the prefixes sub-, inter-, super- anti- and auto- to create nouns.** -Add the suffix –ly to an adjective to create an adverb -Add suffixes beginning with a vowel to multi-syllabic words. -Spell words with the /i/ sound spelt y elsewhere than at the end of words. -Spell words with the /u/ sound spelt ou. -Spell words with the /ai/ sound spelt ei, eigh, or ey. -Spell nouns with endings which sound like /ʒən spelt -sion . *(see Y3 Rising Stars Spelling scheme for full overview)* -Distinguish between the spelling and meaning of homophones and other words which are often confused. -**Use the determiners 'a' or 'an' according to whether the next word begins with a consonant or a vowel.** -**Create word families based on a common root word.** -**Explain how words are related in form and meaning in a word family.** -Use the first two letters of a word to check its spelling in a dictionary. -Spell most of the words in the Y3 and Y4 spelling list.	-Use the suffix -ous to create adjectives -Add the suffix -ation to a verb to create a noun -Add suffixes beginning with a vowel to multi-syllabic words -Spell and understand the meanings of words with endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian -Spell words with endings sounding like ʒə/ (-sure) or/tʃə/ (-ture) -Spell words with the /k/ sound (Greek) spelt ch -Spell words with the /ʃ/ sound (French) spelt ch -Spell words ending with the /g/ sound (French) spelt -gue -Spell words ending with the /k/ sound (French) spelt -que -Spell words with the /s/ sound (Latin) spelt sc and c *(see Y4 Rising Stars Spelling scheme for full overview)* -Distinguish between the spelling and meaning of more complex homophones and other words which are often confused. -Create word families based on a common root word. -Explain how words are related in form and meaning in a word family. -Use the first two or three letters of a word to check its spelling in a dictionary. -Spell all of the words in the Y3 and Y4 spelling list.	-**Convert nouns or adjectives into verbs by adding the suffixes -ate, -ise, -ify, -en.** -**Understand how the prefixes dis–, de–, mis–, over– and re– can change the meaning of verbs.** -Spell words with silent letters. -Spell adjectives with endings which sound like /ʃəs/ spelt –cious or –tious. -Spell adjectives with endings which sound like -/ʃəl/ spelt -cial or -tial. -Spell words ending in –ant, –ance/–ancy, –ent, –ence/–ency. -Spell words ending in –able and –ible –ably and –ibly. -Spell words containing the letter-string ough. *(see Y5 Rising Stars Spelling scheme for full overview)* -Use a knowledge of morphology (root words, prefixes and suffixes) to spell and understand the meaning of words. -Use a knowledge of etymology (word origins) to spell and understand the meaning of words. -Distinguish between the spelling and meaning of complex homophones and other words which are often confused. -Describe how the word class of a root word can change when a suffix or prefix is added. -Use the first three or four letters of a word to check its spelling and/or meaning in a dictionary. -Spell most of the words in the Y5 and Y6 spelling list.	-Spell words with silent letters. -Add suffixes beginning with vowel letters to words ending in –fer. -Spell words with the /i:/ sound spelt ei after c. -Spell words with a hyphen between the prefix and root word. *(see Y6 Rising Stars Spelling scheme for full overview)* -Use a knowledge of morphology (root words, prefixes and suffixes) to spell and understand the meaning of words. -Use a knowledge of etymology (word origins) to spell and understand the meaning of words. -Distinguish between the spelling and meaning of challenging homophones and other words which are often confused. -Describe how the word class of a root word changes when a suffix or prefix is added. -Use the first four letters of a word to check its spelling and/or meaning in a dictionary. -Spell all the words in the Y5 and Y6 spelling list.
Transcription		-Write from memory simple dictated sentences that include words using the GPCs and common exception words taught so far.	-Write from memory simple dictated sentences that include words using the GPCs, common exception words and punctuation taught so far.	-Write from memory simple dictated sentences, that include words and punctuation taught so far.	-Write from memory simple dictated sentences, that include words and punctuation taught so far.		
Handwriting	**Fine Motor Skills** -Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases **Writing** -Write recognisable letters, most of which are correctly formed.	-Sit correctly at a table, holding a pencil comfortably and correctly. -Recognise which letters belong to which handwriting 'families' and practise these. -Begin to form lower case letters in the correct direction, starting and finishing in the right place. -Form capital letters. -Form the digits 0-9. **Leave spaces between words.**	-Form lowercase letters of the correct size, relative to one another. -Start using some of the diagonal and horizontal strokes needed to join letters. -Begin to recognise which letters, when adjacent to one another, are best left unjoined. -Write capital letters of the correct size, orientation and relationship to one another and to lower-case letters. -Write digits of the correct size, orientation and relationship to one another. -Use spacing between words that reflects the size of the letters.	-Use the diagonal and horizontal strokes that are needed to join those letters requiring joining. -Recognise which letters, when adjacent to one another, are best left unjoined. -Increase the legibly and consistency of joined handwriting and spacing.	-Confidently use the diagonal and horizontal strokes that are needed to join those letters requiring joining. -Know which letters, when adjacent to one another, are best left unjoined. -Increase the legibly, consistency and quality of joined handwriting.	-Write legibly, fluently and with increasing speed when joining writing. -Choose the shape of a letter to use and decide if to join letters depending on the task. -Choose the most suitable writing implement for a task.	-Write legibly, fluently and with increasing speed when joining writing. -Choose the shape of a letter to use and decide if to join letters depending on the task. -Choose the most suitable writing implement for a task.
Planning writing	**Writing** -Write simple phrases and sentences that can be read by others **Being imaginative and expressive** -Invent, adapt and recount narratives and stories with peers and a teacher.	-Identify the audience for and purpose of the writing. -Say out loud what is going to be written about. -Compose each sentence or line of poetry orally before writing it down. -Use familiar sentences and structures to shape ideas.	-Identify the audience for and purpose of the writing. -Orally plan or say out loud what is to be written before starting to write. -Say out loud each sentence before writing it down. -Use familiar sentences and structures to shape ideas.	-Identify the audience for and purpose of the writing. -Discuss the features of similar texts to help shape the writing. -Discuss and record ideas for writing with support.	-Identify the audience for and purpose of the writing. -Discuss the features of similar texts to shape the writing. -Discuss and record ideas for writing collaboratively.	-Identify the audience for and purpose of the writing. -Use similar writing as models for the work. -Use what has been read, listened to or seen performed to consider how authors have developed characters and setting in narratives. -Note down and develop initial ideas using reading and research where possible. -Select the appropriate form of writing for a task.	-Identify the audience for and purpose of the writing. -Use similar writing as models for the work. -Use what has been read, listened to or seen performed to consider how authors have developed characters and setting in narratives. -Note down and develop initial ideas using reading and research where possible. -Select the appropriate form of writing for a task.
Drafting and composing writing	**Speaking** -Participate in small group, class and one-to-one discussions about stories and rhymes, offering ideas, using recently introduced vocabulary	-Write more than one sentence or line of poetry about an idea. -**Sequence sentences to form short narratives.** -Sequence ideas to form simple non-fiction writing.	-Write for a range of purposes (narratives about personal experiences and those of others, real events, poetry). -Write down ideas and key words, including new vocabulary. -Use descriptive and informative vocabulary. -Use repetition, alliteration, rhyme and rhythm in poetry.	-Orally build and rehearse sentences or lines of poetry with varied vocabulary and sentence structures. -**Begin to use paragraphs to group related ideas together.** -Create settings, plots and characters when writing a narrative. -**Use headings and sub-headings to aid presentation.**	-Orally build and rehearse sentences or lines of poetry with ambitious vocabulary and sentence structures. -**Use paragraphs or verses to organise ideas around a theme.** -Create detailed settings, plots and characters when writing narratives. -Use more complex organisational devices in non-fiction writing.	-Select and use appropriate grammar and vocabulary and understand how the choices can change meaning. -In narratives, describe settings, characters and atmosphere using carefully chosen vocabulary to enhance mood and create pace. -In narratives, regularly integrate dialogue to convey character and advance the action	-Select appropriate grammar and vocabulary, understanding how the choices can change and enhance meaning. -In narratives, describe settings, characters and atmosphere with ambitious vocabulary, to enhance mood, create pace and clarify meaning. -In narratives, confidently integrate dialogue to convey character and advance the action.

	-Express ideas and feelings about experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from the teacher.			-Use interesting vocabulary, including figurative language and subject-specific words. -Use repetition, alliteration, rhyme, rhythm and similes in poetry.	-Use vocabulary choices to develop the reader's imagination and to inform, including figurative language and subject-specific words. -Use rhythm, similes, metaphors and onomatopoeia in poetry.	-Use genre -specific organisational and presentational devices to structure the text and to guide the reader. -Use vocabulary that is varied, imaginative and appropriate, including the use of figurative language or technical and subject-specific words. -Use similes, metaphors, personification and detailed vocabulary choices in poetry. -Précis longer pieces of text.	**-Use genre-specific organisational and presentational devices to structure the writing and to guide the reader.** -Use vocabulary that is varied, imaginative and appropriate, including the use of figurative language or technical and subject-specific words. -Use similes, metaphors, personification, detailed vocabulary choices and poetic style in poetry. -Précis longer pieces of text.
Evaluating and editing writing		-Re-read what has been written to check that it makes sense. -Discuss what has been written with a teacher or other pupils.	-Re-read the writing to check it makes sense. -Proof-read writing to identify errors in spelling, grammar and punctuation. **-Use verbs to indicate time consistently and correctly.** -Evaluate the writing with a teacher or other pupils.	-Proof-read writing and correct spelling and punctuation errors. -Assess the effectiveness of individual and others' writing. -Suggest changes to vocabulary and grammar to improve individual and others' writing.	-Proof-read writing and correct spelling and punctuation errors. -Assess the effectiveness of individual and others' writing. -Suggest changes to vocabulary and grammar to improve the consistency of individual and others' writing.	-Proof-read the writing and correct spelling and punctuation errors. -Assess the effectiveness of individual and others' writing. -Suggest changes to vocabulary and grammar to enhance effects and clarify meaning in individual and others' writing. -Use the correct subject-verb agreement when using singular and plural, understanding this may change between the language of speech and writing -Use the correct tense throughout the writing	-Continually proof-read and correct writing for spelling and punctuation errors. -Assess the effectiveness of individual and others' writing. -Suggest changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning in individual and others' writing. -Use the correct subject-verb agreement when using singular and plural, understanding this may change between the language of speech and writing, choosing the correct register. -Use a consistent and correct use of tense throughout the writing.
Performing writing		-Read the writing aloud so it is heard clearly by others.	-Read aloud what has been written with appropriate intonation to make the meaning clear to others.	-Read aloud what has been written, to a group or the whole class, using appropriate intonation and volume so that the meaning is clear.	-Read aloud what has been written using appropriate intonation and controlling the tone and volume so that the meaning is clear to others.	-Perform written compositions, using appropriate intonation, volume and movement so that meaning is clear to others.	-Perform written compositions, using appropriate intonation, volume and movement so that meaning is clear to others.
Vocabulary, punctuation and grammar		**-Combine words to make a sentence.** **-Punctuate simple sentences using a capital letter and a full stop.** **-Identify and use an exclamation mark.** **-Identify and use a question mark.** **-Use capital letters for names of people, places and the days of the week.** **-Use capital letters for the personal pronoun 'I'.** **-Join words and clauses using 'and'.** -Know the difference between singular and plural. -Begin to identify nouns in a sentence. -Begin to identify verbs in a sentence. -Use some features of Standard English.	**-Use capital letters, full stops, question marks and exclamation marks to demarcate sentences.** **-Recognise and use statements, questions, exclamations and commands in writing.** **-Use commas to separate items in a list.** **-Begin to use an apostrophe to mark where a letter is missing in a contracted word.** **-Use an apostrophe to show possession in singular nouns** **-Use expanded noun phrases to describe and specify.** -Identify nouns in a sentence. -Identify verbs in a sentence. -Recognise and use adjectives to describe nouns. -Use interesting adverbs in a sentence to describe how actions are performed. **-Use past and present tense verbs consistently and correctly.** **-Use the past and present progressive form of verbs to mark actions in progress.** **-Recognise and use subordinating conjunctions (when, if, that, because).** **-Recognise and use co-ordinating conjunctions (or, and, but).** -Use some features of written standard English.	-Recognise the difference between a clause and a phrase. -Recognise a main clause. -Recognise a subordinate clause. -Use subordinating conjunctions (including when, if, because, although) to create a range of sentences with more than one clause. **-Use conjunctions to express time, place and cause (e.g. when, before, after, while, so, because).** **-Use adverbs to express time, place and cause (e.g. then, next, soon, therefore).** **-Use prepositions to express time, place and cause (e.g. before, after, during, in, because of).** **-Use the present perfect form of verbs instead of the simple past.** -Use expanded noun phrases to add detail -Choose nouns or pronouns to build clarity, cohesion and to avoid repetition in writing. -Use an apostrophe to show when a letter has been omitted. -Use the possessive apostrophe with regular singular and plural nouns. **-Begin to use inverted commas to punctuate direct speech.**	-Use subordinating conjunctions (including when, if, because, although) to create a wider range of sentences with more than one clause. -Recognise and use subordinate clauses, varying their position in a sentence. -Use conjunctions to express time, place and cause (eg when, before, after, while, so, because). -Use adverbs to express time, place and cause (eg then, next, soon, therefore). -Use prepositions to express time, place and cause (eg before, after, during, in, because of). **-Use fronted adverbials.** **-Use a comma after a fronted adverbial.** -Use the present perfect form of verbs. **-Use expanded noun phrases using adjectives, nouns and prepositions.** **-Choose nouns or pronouns within and across sentences to build clarity, cohesion and avoid repetition.** -Recognise and use possessive pronouns. **-Use the possessive apostrophe with regular and irregular singular and plural nouns.** **-Distinguish between a plural and possessive -s.** **-Use inverted commas and other related punctuation to indicate direct speech.** **-Use standard English including verb inflections.**	**-Use commas to clarify meaning or avoid ambiguity.** **-Use relative clauses beginning with a relative pronoun or an omitted relative pronoun.** **-Recognise and use adverbs to indicate degrees of possibility.** **-Recognise and use modal verbs to indicate degrees of possibility.** **-Use brackets, dashes or commas to indicate parenthesis.** -Use adverbials to describe time (when), place (where) and manner (how). -Use a comma after a fronted adverbial. -Use expanded noun phrases to convey information concisely. -Write speech as direct and reported, using the correct punctuation to do so. -Suggest synonyms and antonyms for given words. -Use the first three or four letters of a word to check for synonyms in a thesaurus. **-Use a range of devices to build cohesion within and across paragraphs, including adverbials and tense choices.**	-Use modal verbs or adverbs to indicate degrees of possibility. **-Recognise differences between the vocabulary and structures of informal and formal speech and writing.** **-Use the subjunctive forms in formal speech and writing.** **-Use question tags in informal speech and writing.** -Identify the subject and object of a sentence. **-Use the active and passive voice to change how information in a sentence is presented.** -Use the perfect form of verbs to mark relationships of time and cause. -Use expanded noun phrases to convey complicated information concisely. **-Use ellipses to show the omission of a word or phrase which is expected or predictable.** **-Use hyphens to avoid ambiguity.** **-Use colons to introduce a list and semi-colons within lists.** **-Use semi-colons, colons or dashes to mark boundaries between independent clauses.** **-Use bullet points to list information.** **-Use a wide range of devices to build cohesion within and across paragraphs, including repetition, adverbials, ellipsis** **-Suggest synonyms and antonyms for given words.** -Punctuate direct and reported speech accurately. -Use an efficient method to find synonyms in a thesaurus.
Terminology for pupils (Key words in bold)	**capital letter, letter, sentence**, sound, **word**	alphabetical order, digraph, **exclamation mark**, **full stop**, grapheme, phoneme, **plural**, **punctuation**, **question mark**, root word, **singular**, syllable, trigraph,	**adjective, adverb, apostrophe**, auxiliary verb, **compound word, comma, command**, continuous/progressive tense, co-ordinating conjunction, **exclamation**, future tense, homophone, **noun, noun phrase**, past tense, possessive apostrophe, present tense, **question, statement**, subordinating conjunction, **suffix, tense (past, present), verb**	**clause, conjunction, consonant**, dictionary, **direct speech**, finite verb, homonym, **inverted commas**, main clause, perfect tense, phrase, **prefix, preposition**, Standard English, **subordinate clause, vowel**, word class, **word family**	**adverbial**, article, **determiner**, fronted adverbial, inflection, modify, **possessive pronoun**, prepositional phrase, **pronoun**	antonym, **ambiguity, bracket, cohesion**, cohesive devices, **dash**, etymology, infinitive verb, **modal verb**, morphology, **parenthesis, relative clause, relative pronoun**, reported speech, synonym, thesaurus	**antonym, active voice, bullet points, colon, ellipsis**, formal, **hyphen**, informal, **object, passive voice**, question tag, **subject, semi-colon**, register, subjunctive, **synonym**