



## Our Lady and Saint Benedict Catholic Academy English Curriculum Progression: Writing

	Transcription		Composition				
	Spelling	Handwriting	Text Structure	Sentence structure	Punctuation	Word	Grammatical terminology
Nurs	<ul style="list-style-type: none"> <li>• Writing initial sounds in names</li> <li>• Writing most/all of first name with most letters formed correctly</li> </ul>	<ul style="list-style-type: none"> <li>• Hold a pencil effectively using the tripod grip in almost all cases.</li> <li>• Use a range of small tools, including scissors, paint brushes and cutlery.</li> <li>• Begin to show accuracy and care when drawing.</li> <li>• Drawing horizontal lines</li> <li>• Drawing vertical lines</li> <li>• Drawing circles</li> <li>• Drawing diagonal lines</li> </ul>					
Rec	<ul style="list-style-type: none"> <li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>• Writing initial sounds</li> <li>• Writing CVC/CVCC/CCVC words</li> </ul>	<ul style="list-style-type: none"> <li>• Hold a pencil effectively using the tripod grip in almost all cases.</li> <li>• Use a range of small tools, including scissors, paint brushes and cutlery.</li> <li>• Begin to show accuracy and care when drawing.</li> <li>• Forming letters correctly for phonics sounds learnt.</li> </ul>	Short sentences Retelling a familiar story Short phrases Descriptions Name writing List writing Letters Recipes Visit recounts Instructions Rhyming Alliteration				



<p>Year 1</p>	<ul style="list-style-type: none"> <li>• Spell words containing each of the 40+ phonemes already taught</li> <li>• Spell common exception words</li> <li>• Spell the days of the week</li> <li>• Name the letters of the alphabet in order</li> <li>• Use letter names to distinguish between alternative spellings of the same sound</li> <li>• Use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs</li> <li>• Use the prefix un-</li> <li>• Use -ing, -ed, -er and -est where no change is needed in the spelling of root words</li> <li>• Apply simple spelling rules and guidance, as listed in the N/C</li> <li>• Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</li> </ul>	<ul style="list-style-type: none"> <li>• Sit correctly at a table, holding a pencil comfortably and correctly</li> <li>• Begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>• Form capital letters</li> <li>• Form digits 0-9</li> <li>• Understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these</li> </ul>	<ul style="list-style-type: none"> <li>• Write sentences by saying out loud what they are going to write about</li> <li>• Compose a sentence orally before writing it</li> <li>• Sequence sentences to form short narratives (real and fictional)</li> <li>• Re-read what they have written to check that it makes sense</li> <li>• Discuss what they have written with the teacher or other pupils</li> <li>• Read their writing aloud, clearly enough to be heard by their peers and the teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Combine words to make sentences.</li> <li>• Join words and join clauses using 'and'</li> </ul>	<ul style="list-style-type: none"> <li>• Leave spaces between words</li> <li>• Begin to use capital letters, full stops, question marks and exclamation marks to demarcate sentences.</li> <li>• Use capital letters for names and for the personal pronoun 'I'</li> </ul>	<ul style="list-style-type: none"> <li>• Make noun plural with suffixes 's' or 'es'</li> <li>• Add suffixes to verbs</li> <li>• Use the prefix 'un' to change the meaning of verbs and adjectives</li> </ul>	<p>letter capital letter word singular, plural sentence punctuation full stop question mark, exclamation mark</p>
<p>Year 2</p>	<ul style="list-style-type: none"> <li>• Segment spoken words into phonemes and represent these by graphemes, spelling many correctly and make phonetically plausible attempts at others</li> <li>• Learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</li> <li>• Spell many common exception words</li> <li>• Learn to spell more words</li> </ul>	<ul style="list-style-type: none"> <li>• Form lower-case letters of the correct size relative to one another</li> <li>• Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>• Write capital letters and digits of the correct size,</li> </ul>	<ul style="list-style-type: none"> <li>• Write coherent narratives about personal experiences and those of others (real and fictional)</li> <li>• Write about real events</li> <li>• Write poetry</li> <li>• Write for different purposes</li> <li>• Plan or say out loud what they are going to write about</li> <li>• Write down ideas and/or key words, including new vocabulary</li> <li>• Encapsulate what they want to say, sentence by sentence</li> <li>• Make simple additions, revisions and corrections to their own writing</li> <li>• Evaluate writing with the teacher and</li> </ul>	<ul style="list-style-type: none"> <li>• Use sentences with different forms: statement, question, exclamation, command</li> <li>• Understand how grammatical patterns in a sentence indicate its function</li> <li>• Use expanded noun phrases to describe and specify</li> </ul>	<ul style="list-style-type: none"> <li>• Use capital letters, full stops, question marks and exclamation marks to demarcate sentences</li> <li>• Use commas to separate items in a list</li> <li>• Use apostrophes for contraction</li> <li>• Use apostrophes for</li> </ul>	<ul style="list-style-type: none"> <li>• Make nouns using suffixes such as 'ness' and er</li> <li>• Make nouns which are compound words</li> <li>• Make adjectives using suffixes such as 'ful' 'less'</li> <li>• Use the suffixes 'er' and 'est' in adjectives</li> <li>• Turn adjectives</li> </ul>	<p>noun noun phrase statement question exclamation command compound suffix adjective adverb verb tense (past present) apostrophe comma</p>



	<p>with contracted forms</p> <ul style="list-style-type: none"> <li>Learn the possessive apostrophe (singular)</li> <li>Distinguish between homophones and near-homophones</li> <li>Add suffixes to spell longer words including -ment, -ness, -ful, -less, -ly</li> <li>Apply spelling rules and guidance, as listed in the N/C</li> <li>write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</li> </ul>	<p>orientation and relationship to one another and to lower-case letters</p> <ul style="list-style-type: none"> <li>Use spacing between words that reflects the size of the letters</li> </ul>	<p>other pupils</p> <ul style="list-style-type: none"> <li>Re-read to check that writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>Proof read to check for errors in spelling, grammar and punctuation</li> <li>Read aloud what they have written with appropriate intonation to make the meaning clear</li> </ul>	<ul style="list-style-type: none"> <li>Use the present and past tenses correctly and consistently, including the progressive form</li> <li>Use conjunctions for subordination (using when, if, that, or because) and conjunctions for co-ordination (using or, and, or but)</li> <li>Use some features of written Standard English</li> </ul>	possession (singular)	into adverbs using 'ly'	
Year 3	<ul style="list-style-type: none"> <li>Use further prefixes and suffixes and understand how to add them</li> <li>Spell further homophones</li> <li>Spell words that are often misspelt see N/C</li> <li>Use the first 2 or 3 letters of a word to check its spelling in a dictionary</li> <li>write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</li> </ul>	<ul style="list-style-type: none"> <li>Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>increase the legibility, consistency and quality of their handwriting</li> <li>Ensure downstrokes of letters are parallel and equidistant and lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch</li> </ul>	<ul style="list-style-type: none"> <li>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>Discuss and record ideas for writing</li> <li>Begin to use paragraphs to group related material</li> <li>Use headings and sub-headings to aid presentation</li> <li>Use the present perfect form of verbs instead of the simple past</li> <li>Draft and edit by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>In narratives, create settings, characters and plot</li> <li>In non-narrative material, using simple organisational devices such as headings and sub-headings</li> <li>Evaluate and edit by assessing the effectiveness of own and others' writing and suggesting improvements</li> </ul>	<ul style="list-style-type: none"> <li>Use conjunctions, adverbs and prepositions to express time, place and cause</li> <li>Extend the range of sentences with more than one clause by using a wider range of conjunctions</li> </ul>	<ul style="list-style-type: none"> <li>Use inverted commas to punctuate direct speech</li> </ul>	<ul style="list-style-type: none"> <li>Form nouns using a range of prefixes</li> <li>Use a or an accurately</li> <li>Word families - related in form and meaning</li> </ul>	<p>preposition, conjunction word family prefix clause subordinate clause direct speech consonant, consonant letter vowel vowel letter inverted commas</p>



			<ul style="list-style-type: none"> <li>Propose changes to grammar and vocabulary to improve consistency</li> <li>Proof read for spelling and punctuation errors</li> <li>Read own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> </ul>				
Year 4	<ul style="list-style-type: none"> <li>Use further prefixes and suffixes and understand how to add them</li> <li>Spell further homophones</li> <li>Spell words that are often misspelt see N/C</li> <li>Place the possessive apostrophe accurately in words with regular and irregular plurals</li> <li>use the first 2 or 3 letters of a word to check its spelling in a dictionary</li> <li>write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</li> </ul>	<ul style="list-style-type: none"> <li>Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>increase the legibility, consistency and quality of their handwriting</li> <li>Ensure downstrokes of letters are parallel and equidistant and lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch</li> </ul>	<ul style="list-style-type: none"> <li>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>Discuss and record ideas for writing</li> <li>Begin to use paragraphs to group related material</li> <li>Use headings and sub-headings to aid presentation</li> <li>Use the present perfect form of verbs instead of the simple past</li> <li>Draft and edit by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>In narratives, create settings, characters and plot</li> <li>In non-narrative material, using simple organisational devices such as headings and sub-headings</li> <li>Evaluate and edit by assessing the effectiveness of own and others' writing and suggesting improvements</li> <li>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>Proof read for spelling and punctuation errors</li> <li>Read own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> </ul>	<ul style="list-style-type: none"> <li>Develop Expanded Noun phrases by using modifying adjectives, nouns and preposition phrases</li> <li>Use fronted adverbials</li> </ul>	<ul style="list-style-type: none"> <li>Use inverted commas and other punctuation for direct speech</li> <li>Apostrophes to show plural possession</li> <li>Use commas after fronted adverbials</li> </ul>	<ul style="list-style-type: none"> <li>Understand difference with 's' for plurals (books) and possessives (its, theirs)</li> <li>Use Standard English instead of local spoken forms (we were, I did)</li> </ul>	determiner pronoun, possessive pronoun adverbial



Year 5	<ul style="list-style-type: none"> <li>Use further prefixes and suffixes and understand the guidance for adding them</li> <li>Spell some words with 'silent' letters</li> <li>Continue to distinguish between homophones and other words which are often confused</li> <li>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in N/C</li> <li>Use dictionaries to check the spelling and meaning of words</li> <li>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>Use a thesaurus.</li> </ul>	<ul style="list-style-type: none"> <li>Write legibly, fluently and with increasing speed</li> <li>Choose which shape of a letter to use and decide whether or not to join specific letters</li> <li>Choose the writing implement that is best suited for a task</li> </ul>	<ul style="list-style-type: none"> <li>Identify the audience for and purpose of writing, selecting the appropriate form and using similar writing as models for own</li> <li>Note and develop initial ideas, drawing on reading and research where necessary</li> <li>In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed and use this as a model for own writing.</li> <li>Use devices to structure non-narrative writing and support the reader</li> <li>Build cohesion within a paragraph</li> <li>Link ideas across paragraphs using adverbials of time, place and number</li> <li>Link ideas across paragraphs using tense choice</li> <li>Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>Evaluate and edit by assessing the effectiveness of own and others' writing</li> <li>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>Proof-read for spelling and punctuation errors</li> <li>Perform own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</li> </ul>	<ul style="list-style-type: none"> <li>Write relative clauses beginning with: who, which, where, when, whose, that that or with an implied (i.e. omitted) relative pronoun</li> <li>Use adverbs and modal verbs to indicate degrees of possibility</li> </ul>	<ul style="list-style-type: none"> <li>Use brackets, dashes or commas to indicate parenthesis</li> <li>Use commas to clarify meaning or avoid ambiguity</li> </ul>	<ul style="list-style-type: none"> <li>Convert nouns or adjectives into verbs using suffixes (-ate; -ise; -ify)</li> <li>Verb prefixes (dis-, de-, mis-, over- and re- )</li> </ul>	<p>modal verb relative pronoun relative clause parenthesis bracket dash cohesion ambiguity</p>
Year 6	<ul style="list-style-type: none"> <li>Use further prefixes and suffixes and understand the guidance for adding them</li> <li>Spell some words with 'silent' letters</li> <li>Continue to distinguish between homophones and other words which are often confused</li> <li>Use knowledge of morphology and etymology in spelling and</li> </ul>	<ul style="list-style-type: none"> <li>Write legibly, fluently and with increasing speed</li> <li>Choose which shape of a letter to use and decide whether or not to join specific letters</li> <li>Choose the writing implement that is best suited for a task</li> </ul>	<ul style="list-style-type: none"> <li>Write effectively for a range of purposes and audiences selecting language that shows good awareness of the reader</li> <li>Note and develop initial ideas, drawing on reading and research where necessary</li> <li>Link ideas across paragraphs by repeating a word or phrase, using adverbials and ellipsis</li> <li>Use headings, sub-headings, columns, bullets, or tables to structure text</li> <li>Précis longer passages</li> </ul>	<ul style="list-style-type: none"> <li>Use the passive voice</li> <li>Understand the difference between vocabulary and structures typical of informal speech and writing (Eg: question tags) and formal speech and</li> </ul>	<ul style="list-style-type: none"> <li>Use the semi-colon, colon and dash to separate independent clauses</li> <li>Use the colon to introduce a list and semi-colons within lists</li> <li>Use bullet</li> </ul>	<ul style="list-style-type: none"> <li>Understand the difference between vocabulary typical of informal speech and formal speech and writing</li> <li>Use synonyms and antonyms</li> </ul>	<p>subject object active passive synonym antonym ellipsis hyphen colon semi-colon bullet points</p>



	<p>understand that the spelling of some words needs to be learnt specifically, as listed in N/C</p> <ul style="list-style-type: none"> <li>• Use dictionaries to check the spelling and meaning of words</li> <li>• Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>• Use a thesaurus.</li> </ul>		<ul style="list-style-type: none"> <li>• Use a wide range of devices to build cohesion within and across paragraphs</li> <li>• Use further organisational and presentational devices to structure text and to guide the reader</li> <li>• In narratives, describe settings, characters and atmosphere</li> <li>• Integrate dialogue to convey character and advance the action</li> <li>• Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>• Evaluate and edit by assessing the effectiveness of own and others' writing</li> <li>• Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>• Ensure the consistent and correct use of tense throughout a piece of writing</li> <li>• Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>• Proof-read for spelling and punctuation errors</li> <li>• Perform own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</li> </ul>	<p>writing (Eg: subjunctive form)</p> <ul style="list-style-type: none"> <li>• Use the perfect form of verbs to mark relationships of time and cause</li> <li>• Use expanded noun phrases to convey complicated information concisely</li> </ul>	<p>points and accurate punctuation to list information</p> <ul style="list-style-type: none"> <li>• Use hyphens to avoid ambiguity</li> </ul>		
<p>Year 7</p>	<ul style="list-style-type: none"> <li>• Write accurately, fluently, effectively and at length for pleasure and information</li> <li>• Write for a wide range of purposes and audiences, including: <ul style="list-style-type: none"> <li>* well-structured formal expository and narrative writing</li> <li>* stories, scripts and other imaginative writing</li> <li>* notes for talks and presentations</li> <li>* a range of other narrative and non-narrative texts, including arguments, and personal and formal letters</li> </ul> </li> <li>• Summarise and organise material, and supporting ideas and arguments with any necessary factual detail</li> <li>• Apply their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form</li> <li>• Draw on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing</li> <li>• Plan, draft, edit and proof-read through: considering how their writing reflects the audiences and purposes</li> </ul>	<ul style="list-style-type: none"> <li>• Extend and applying the grammatical knowledge set out in N/C for KS1 and 2 to analyse more challenging texts</li> <li>• Study the effectiveness and impact of the grammatical features of the texts they read</li> <li>• Draw on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects</li> <li>• Know and understand the differences</li> </ul>	<ul style="list-style-type: none"> <li>• An Introduction to Myths and Legends:</li> <li>• (Aesop's fables, extracts from Stephen Fry's Mythos, Ovid's Metamorphoses)</li> <li>• Write a story/ myth</li> <li>• Write a playscript (exploring character)</li> <li>• Write a newspaper article / opinion piece</li> <li>• Formal debate (morality)</li> <li>• Homer's Odyssey (retold by</li> </ul>				



<p>for which it was intended</p> <ul style="list-style-type: none"> <li>• Amend the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness</li> <li>• Pay attention to accurate grammar, punctuation and spelling; applying the spelling patterns and rules set out in KS1 and 2 N/C</li> </ul>	<p>between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English</p> <ul style="list-style-type: none"> <li>• Use Standard English confidently in their own writing and speech</li> <li>• Discuss reading, writing and spoken language with precise and confident use of linguistic and literary terminology.</li> </ul>	<p>Gillian Cross)</p> <ul style="list-style-type: none"> <li>• Write a diary entry (character's perspective)</li> <li>• Write a letter (in role)</li> <li>• Group/ Socratic discussion task</li> <li>• Memorise and perform/ deliver a short extract</li> <li>• Beowulf (extracts) (Heaney Translation)</li> <li>• Write a vivid description</li> <li>• Persuasive writing</li> <li>• Formal presentation task</li> <li>• Chaucer's Canterbury Tales (Prologue, extracts) Write a 'portrait' prose description</li> <li>• Hot-seating in role or performing a section of the text.</li> </ul>
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