



PROGRESSION IN WRITING

Horsted School

INTENT

Good communication skills are fundamental to life; they are the means through which we distribute and receive information. Successful communication helps us to better understand people and situations and it allows us to build relationships grounded in trust and respect. Being successful communicators allows us to overcome difficulties

Writing skills are an important part of communication. Good writing skills allow you to communicate your message with accuracy and speed to a wide range of people. Being a successful writer equips us with good critical thinking skills and enables us to become a multifaceted learner. It also fosters our ability to explain and refine ideas

How we achieve excellent communication:

- A range of genres of writing are covered in English lessons and across the curriculum which follow a medium-term plan.
- Equipping children with grammatical knowledge that underpin successful writing.
- Developing children's oracy skills.

IMPLEMENTATION – The Writing Curriculum

HANDWRITING

At Horsted School we are proud of our pupils' handwriting and take particular care in our cursive/joined-up handwriting style. We use Letter-Join that covers all the requirements of the 2014 National Curriculum. Handwriting is a basic skill that influences the quality of work throughout the curriculum. At the end of Key Stage 2, all pupils should have the ability to produce fluent, legible and, eventually, speedy joined-up handwriting. They should understand that different forms of handwriting can be used for different purposes. We aim to make handwriting an automatic process that does not interfere with creative and mental thinking. As a catalyst to speedy handwriting we encourage parents and carers to support handwriting practice at home.

Children in EYFS practice fine motor skills in order to develop and build the necessary muscles needed to produce fine handwriting and they begin to learn the correct posture for good writing including sitting at a table and how to hold a pencil with the correct grip. EYFS children will begin with mark making before moving onto forming letters. In KS1, children have 3 handwriting lessons a week for 20 minutes at a time. In KS2, this becomes once a week at a minimum but where any specific needs are identified, either as a class, small group or individual, this might be increased. Handwriting is also given as morning work.

All handwriting is modelled by all classroom-based staff throughout all lessons.

READ WRITE INC

Read Write Inc is an all-encompassing Literacy scheme that starts in EYFS. Children learn the following:

- grapheme and phoneme correspondences which are then used when learning how to spell specific phonetically-decodable words and, where necessary, red words (words that are not phonetically decodable);

- to write by thinking about a sentence and holding it in their heads in order to remember the structure of the sentence – they use their ‘Fred Fingers’ and the sounds wall posters to remind themselves of the phonemes in the words and help with their spellings;
- how to build their own sentences where they add appropriate detail taken from a text to a starter sentence;
- editing skills. Grammar and proofreading are woven throughout as a skill which is taught – children are given guidance about the errors to look for which they have to identify and change.

Children then apply all of their learning when they compose their own sentences or pieces of writing at the end of each taught book. Children link aspects of the story to their own experiences.

RWI lessons are a daily one-hour lesson taught in small units that can last either three or five days.

LITERACY COUNTS (READ TO WRITE)

Once children move into year 1, they move onto Read to Write for their main writing learning (RWI continues as their reading instruction). Lessons are based on language-rich, high-quality picture books following the sequence of Immerse, Analyse, Plan and Write.

The vehicle texts are used to immerse the children allowing them to explore characters and settings and are used to give the children many provocations to write. Children have an example text (of the type of writing that they are working towards) shared with them which is analysed so that they can explore the language features and organisational structures that they will be using when creating their composition. It also offers opportunities for children to explore sentences accuracy, contextualised grammar and punctuation teaching. Using their learning from the immerse and analyse stage, the children then plan and write their piece of writing drawing on the knowledge and skills that they have learnt for this unit. Once the children have finished their initial draft, they will then edit their work either making corrections or making improvements.

Children have a daily one-hour English lesson focussing on the knowledge and skills that they need to become successful writers. Read to Write focuses on two long pieces of writing per term – children will complete at least 2 per term but may complete more wider writing opportunities where appropriate and will complete incidental writing as part of their learning journey.

Teachers will use the knowledge and skills progression document to ensure consistency and progression within and between year groups. However, Read to Write provides teachers with Episodes of Learning rather than specific lesson plans because, “lessons are always informed by teachers’ knowledge of *their* pupils. Read to write Units know the standard, they do not know the children in your class.” Read to Write gives the freedom to our teachers to teach in line with the knowledge and skill progression *and* to the needs of their children.

READ TO WRITE coverage

| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|--------|---|---|---|---|---|---|
| Year 1 | Old Bear Finding Narrative Message | Rapunzel Traditional Tale Instructions | Hermelin Detective narrative Letters | Where the wild things are Portal narrative Non-chronological report | The Secret of Black Rock Return Story Postcards | The last Wolf Hunting Story Instructions |
| Year 2 | A river Circular narrative Letters | The Night Gardener Setting Narrative Diary | The Bog Baby Finding Narrative Instructions | Grandad's Island Return Narrative Information | The King who banned the Dark Letters A banning Narrative | Rosie Revere, Engineer Invention Narrative Explanation |
| Year 3 | The Iron Man Threat Narrative Explanation | Fox Fable Narrative Information Report | Rhythm of the Rain Setting Narrative Information leaflet | Jemmy Button Return Narrative Letters to recount | Egyptology Mystery Narrative Secret Diary | Into the Forest Lost Narrative Newspaper Report |
| Year 4 | The Whale Setting Narrative Newspaper Report | Leaf Outsider Narrative Information report | Arthur and the Golden Rope Myth Narrative Information | The Lost Happy Endings Twisted Narrative Persuasive Letter | The Journey Refugee Narrative Diary | Manfish Invention Narrative Biography |
| Year 5 | Where we once stood Exploration Narrative Formal Report | FArTHER Settings Letter to recount | Hound of the Baskervilles Cliffhanger Narratives Formal Event Report | The Promise Character Narrative Newspaper Report | The Lost Book of Adventure Survival Narrative Survival Guide | King Kong Dilemma Narrative Balanced Argument |
| Year 6 | Rose Blanche Diary Bravery Award Speech | A Story Like the Wind Flashback Narrative Newspaper report | On the Origin of Species Discovery Narrative Explanation | Wolves First person description, Suspense narrative Balanced argument Information text | Shackleton Endurance Narrative Magazine Article | Hansel and Gretel Dual Narrative Persuasive Letters |

Progression of **Transcription** at Horsted School

Transcription is the act of putting writing down on the page. It differs from composition in that its main focus is spelling, punctuation, grammar and handwriting. Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Writing also depends on fluent, legible and, eventually, speedy handwriting.

| | EYFS | Year 1 | Year 2 |
|--|--|--|---|
| Phonics and Spelling rules | <ul style="list-style-type: none"> To hear and say the initial sound in words. To recognise consonant digraphs which have been taught and the sounds which they represent. To recognise vowel digraphs which have been taught and the sounds which they represent. To use their phonic knowledge to write words in ways which match their spoken sounds. To segment the sounds in simple words and blend them together. | <ul style="list-style-type: none"> Spell words containing taught set 1 phonemes. Spell words containing taught set 2 phonemes. Spell words containing taught set 3 phonemes. To know all letters of the alphabet and the sounds which they most commonly represent. To spell words with adjacent consonants. To accurately spell most words containing the 40+ previously taught phonemes and GPCs. To spell some words in a phonetically plausible way, even if sometimes incorrect. | <ul style="list-style-type: none"> To segment spoken words into phonemes and to represent these with graphemes, spelling many of these words correctly and making phonetically-plausible attempts at others (TAF). To recognise new ways of spelling phonemes for which one or more spellings are already known and to learn some words with each spelling, including some common homophones (e.g. bare/bear, blue/blew, night/knight). |
| Common exception words | <ul style="list-style-type: none"> To begin writing some irregular common words from the RWI red word list*. | <ul style="list-style-type: none"> To spell all Y1 common exception words correctly.* To spell days of the week correctly. | <ul style="list-style-type: none"> To spell most Y1 and Y2 common exception words correctly.* (TAF) |
| Further spelling conventions | <ul style="list-style-type: none"> To spell some cvc words in order to write simple phrases and sentences that can be read by others. | <ul style="list-style-type: none"> To spell simple compound words (e.g. dustbin, football, postbox). To take part in the process of segmenting spoken words into phonemes before choosing graphemes to represent those phonemes. | <ul style="list-style-type: none"> To spell some words with contracted forms, e.g. can't, didn't, hasn't, couldn't, it's, I'll. To learn the possessive singular apostrophe (e.g. the girl's book). To segment spoken words into phonemes and to then represent all of the phonemes using graphemes in the right order for both single-syllable and multisyllabic words. To self-correct misspellings of words that pupils have been taught to spell (this may require support to recognise misspellings) distinguishing between taught homophones and near homophones. |
| Prefixes, suffixes, morphology and etymology | <ul style="list-style-type: none"> Verbally add the prefix un- and the suffixes -ing, -ed, -er, -est, -s or -es where no change is needed in the spelling of root words. | <ul style="list-style-type: none"> Add the prefix un- where no change is needed in the spelling of the root word Add the suffixes -ing, -ed where no change is needed in the spelling of the root word Add the suffix -er, -est where no change is needed in the spelling of the root word Add the suffix -s or -es where no change is needed in the spelling of root word How the prefix un- changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat] | <ul style="list-style-type: none"> Add suffixes to spell longer words: -ness and -less Add suffixes to spell longer words: -ful, and -ly. Add suffixes to spell longer words: -ment Add suffixes to spell longer words: -tion |

| | Year 3 | Year 4 | Year 5 | Year 6 |
|--|--|--|--|---|
| Common exception words | <ul style="list-style-type: none"> To spell many of the Y3 and Y4 statutory spelling words correctly.* | <ul style="list-style-type: none"> To spell all of the Y3 and Y4 statutory spelling words correctly.* | <ul style="list-style-type: none"> To spell many of the Y5 and Y6 statutory spelling words correctly.* | <ul style="list-style-type: none"> To spell most of the Y5 and Y6 statutory spelling words correctly.* (TAF) |
| Further spelling conventions | <ul style="list-style-type: none"> To spell some more homophones and near homophones, including rain/rein/reign, dear/deer, knight/night, not/knot, flour/flower, sun/son, berry/bury, ball/bawl To spell words that use the possessive apostrophe with plural words excluding irregular plurals (e.g. girls', boys', babies') To spell words with a soft c, g, ge, dge sound To spell words ending -le, -el, -al, -il that sound like -ul (e.g. candle, camel, sandal, fossil) To spell words with the silent letters w, b and k (e.g. wreck, sword, lamb, comb, knee, knife) To use the first three or four letters of a word to check its spelling in a dictionary with some support. | <ul style="list-style-type: none"> To spell some complex homophones and near homophones, including ate/eight, break/brake, piece/peace, medal/meddle, mail/male, heal/heel/he'll, main/mane To spell words that use the possessive apostrophe with plural words, including irregular plurals (e.g. girls', boys', babies', children's, men's, mice's). To spell words with the silent letters o, h and c (e.g. young, double, chemist, chorus, scenic, fascinate) To use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. To spell a range of words with unstressed vowels including family, different, generally, marvellous, generous, interesting, miserable, boundary, factory, separate, listener, easily, lottery | <ul style="list-style-type: none"> To spell more homophones and near-homophones, including aisle/isle/I'll, aloud/allowed, bridal/bridle, cereal/serial, draft/draught, steal/steel, father/farther To spell words with a silent t and n (e.g. autumn, solemn, thistle, whistle,) To use their spelling knowledge to use a dictionary more efficiently. To know how adding suffixes to words that end in -fer change their spelling (e.g. refer, reference) To spell words that contain hyphens (e.g. co-ordinate, re-enter, co-operate, co-own). | <ul style="list-style-type: none"> To spell homophones and near homophones that include nouns that end in -ce/-cy and verbs that end in -se/-sy (e.g. practice/practise, licence/license, advice/advise, devise/device). To use dictionaries and thesauruses to check the spelling and meaning of words and confidently find synonyms and antonyms. |
| Prefixes, suffixes, morphology and etymology | <ul style="list-style-type: none"> Add further prefixes with increasing confidence including al-, dis-, mis-, in-, im-, il-, ir-, un-, de-, re-, pre- non- Add further suffixes with increasing confidence including -tion, -ation, -sion, -ous, -sure/-ture, To know that when nouns end in -y (not-ey), their plurals will end -ies To know that when adjectives ending in a -y are turned into comparative and superlatives, they end -ier and -est. | <ul style="list-style-type: none"> Add further prefixes with increasing accuracy and reference to the spelling rules including trans-, tele-, bi-, sub-, super- auto-, circ-, anti- Add further suffixes with increasing accuracy and reference to the spelling rules including -ious, -eous, -ive -ssion, -cian, -ship, -hood, -able, -ible, | <ul style="list-style-type: none"> Use further prefixes and suffixes, with their knowledge of morphology and etymology, to spell words including -ably, -ibly, -ough, -cious, -tious, -cal, -cial, -tial | <ul style="list-style-type: none"> Use further prefixes and suffixes, with their knowledge of morphology and etymology, to spell words including -ent, -ence, -ant, -ance, -ery, -ary, -ory Choose appropriate spelling strategies depending on the context, referring to prefixes, suffixes, morphology and etymology where appropriate. To use word roots to help work out spellings (e.g. migrate, immigration, emigrate) |

Progression of **Handwriting** at Hors ted School (as part of transcription)

Writing depends on fluent, legible and, eventually, speedy handwriting. Our agreed letter and number formation is as follows:

Capital letters:

ABCDEFGHIJKLMNOPQRSTUVWXYZ

Un-joined cursive:

Joined cursive:

Numbers:

| EYFS | Year 1 | Year 2 |
|---|--|---|
| <p>Children will:</p> <ul style="list-style-type: none"> • show good control and co-ordination in large and small movements; • move confidently in a range of ways, safely negotiating space; • handle equipment and tools effectively; • safely use and explore a variety of materials, tools and techniques; • sit comfortably at a table, holding a pencil comfortably and correctly; • explore mark making in a variety of contexts; • begin to form the digits 0 - 9; • begin to form lower-case letters in the correct direction; • hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; • learn patterns (circles, spirals, lines, diagonals, jellies, zig-zags, loopies and waves) to help them form letter correctly; • begin to write letters in pre-cursive font grouped into families; • use a range of small tools, including scissors, paintbrushes and cutlery; and • begin to show accuracy and care when drawing. | <p>Children will:</p> <ul style="list-style-type: none"> • form capital letters and know the difference between them and lower case letters; • understand which letters belong to which handwriting ‘families’ and practice these; • begin to form pre-cursive lower-case letters in the correct direction, starting and finishing in the correct place; and • form digits 0 – 9 accurately with the correct size. | <p>Children will:</p> <ul style="list-style-type: none"> • form lower-case letters of the correct size relative to one another; • begin to use of the diagonal and horizontal strokes needed to join letters; (TAF GDS) • write capitals of the correct size, orientation and relationship to one another and to lower case letters; • use spacing between words that reflect the size of the letters; • write the digits 0 – 9 in the correct size and orientation; • form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters (TAF) |
| Year 3/4 | | Year 5/6 |
| <p>Children will:</p> <ul style="list-style-type: none"> • use the diagonal and horizontal strokes needed to join letters; • increase the legibility, consistency and quality of handwriting • ensure that down strokes of letters are parallel and equidistant; and • ensure lines of writing are sufficiently spaced so that the ascenders and descenders of letters do not touch. | | <p>Children will:</p> <ul style="list-style-type: none"> • maintain legibility in joined handwriting when writing at speed; (TAF) • choose which shape of letter to use when given choices; • decide whether or not to join specific letters when the context allows; and • choose the writing implement that is best suited for the task. |

Progression of **Composition** at Horsted School

Composition is the ability to articulate ideas and structure them into a coherent and relevant piece of writing. Part of this involves children learning to plan, revise and evaluate their writing. Effective composition involves forming, articulating and communicating ideas and then organising them to best consider a readers' needs. Composition requires clarity, awareness of audience, purpose and context and an increasingly wide knowledge of vocabulary and grammar that can be chosen and manipulated with purpose.

| | EYFS | Year 1 | Year 2 |
|---|--|---|--|
| Awareness of audience and purpose | <ul style="list-style-type: none"> To attempt to write short sentences in meaningful contexts. To develop their own narratives and explanations by connecting ideas or events. To write simple sentences which can be read by themselves and others | <ul style="list-style-type: none"> To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices. To start to engage readers by using adjectives to describe. | <ul style="list-style-type: none"> To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures. To use new vocabulary from their reading, their discussions about it (one- to-one and as a whole class) and from their wider experiences. |
| Planning | <ul style="list-style-type: none"> Say out loud what they are going to write and 'hold the sentence' in their head. | <ul style="list-style-type: none"> Say out loud what they are going to write about, making simple pictorial or written records where appropriate. | <ul style="list-style-type: none"> Say what they want to write about before beginning, including ideas and new vocabulary. Write down ideas and/or key words, including new vocabulary. Consider what they are going to write before beginning by encapsulating what they want to say, sentence by sentence |
| Drafting – sentences | <ul style="list-style-type: none"> Say out loud what they are going to write and 'hold the sentence' in their head. | <ul style="list-style-type: none"> Compose a sentence orally before writing it. | <ul style="list-style-type: none"> Explain, one sentence at a time, what they want to write. |
| Drafting – Paragraphs and Organisational features | | <ul style="list-style-type: none"> Write a sentence or sequence of sentences for a given purpose. Children will be able to sequence basic ideas. | <ul style="list-style-type: none"> Write longer sequences of sentences for a range of genres, including fiction, non-fiction and poetry, using some age appropriate features of the genre. Children know to put related points next to each other Children will use basic sequencing of ideas, e.g. time-related words or phrases, line breaks, headings, numbers. Children will use pronouns to avoid overuse of nouns aiding cohesion. |
| Drafting – narrative | <ul style="list-style-type: none"> Verbally recount stories Verbally create their own stories and act them out in their play. | <ul style="list-style-type: none"> Sequence sentences to form short narratives. | <ul style="list-style-type: none"> Write longer sequences of sentences, linked by theme, about personal experiences and those of others. (TAF) write about real events, recording these simply and clearly (TAF) |
| Proof-reading | <ul style="list-style-type: none"> Children identify errors where they have been prompted as to what the errors are | <ul style="list-style-type: none"> Reread their writing to check that it makes sense. Begin to make some alterations to make sure that their writing makes sense. | <ul style="list-style-type: none"> Reread their writing to check it makes sense and to check for spelling, punctuation and grammar errors and the correct use of adverbs that indicate time. |
| Evaluating and Editing | <ul style="list-style-type: none"> Children correct errors where they have been prompted as to what the errors are | <ul style="list-style-type: none"> Discuss their writing with the teacher or other pupils. With support, begin to evaluate impact of word choice on reader e.g. – big,/vast/colossal. | <ul style="list-style-type: none"> Evaluate their writing with the teacher and other pupils, making simple additions and revisions Evaluate the effective use of word choice ensuring the desired effect on the reader. |
| Performing and Presenting | <ul style="list-style-type: none"> To play cooperatively as part of a group to develop and act out a narrative. | <ul style="list-style-type: none"> Read their writing aloud, clearly enough to be heard by other children and the teacher. | <ul style="list-style-type: none"> Read their writing aloud clearly, audibly and with appropriate intonation to make the meaning clear. |

| | Year 3 | Year 4 | Year 5 | Year 6 |
|---|--|---|--|--|
| Awareness of audience and purpose | <ul style="list-style-type: none"> To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction). To make deliberate ambitious word choices to add detail. To begin to create settings, characters and plot in narratives. | <ul style="list-style-type: none"> To write a range of narratives and non-fiction pieces for different audiences and purposes using a consistent and appropriate structure (including genre-specific layout devices). To write a range of narratives that are well-structured and well-paced. To create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere. | <ul style="list-style-type: none"> To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes. To describe settings, characters and atmosphere with carefully-chosen vocabulary to enhance mood, clarify meaning and create pace. To regularly use dialogue to convey a character and to advance the action. | <ul style="list-style-type: none"> To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.). (TAF) To distinguish between the language of speech and writing and to choose the appropriate level of formality. (TAF GDS) To select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility). (TAF) Use flashbacks and non-linear text structures. |
| Planning | <ul style="list-style-type: none"> Plan, discuss and record ideas, using similar writing to support with structure and vocabulary. Plans writing by discussing and recording ideas within a given structure. | <ul style="list-style-type: none"> Make increasingly detailed notes using similar writing to support with structure, vocabulary and grammar. | <ul style="list-style-type: none"> Choose the most appropriate planning format and note initial ideas effectively. To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. | <ul style="list-style-type: none"> Make detailed notes on an appropriate planning format, drawing on reading and research where necessary. Independently identify the audience, purpose, form and style of writing. |
| Drafting – sentences | <ul style="list-style-type: none"> Orally compose and write sentences (including dialogue) specific to the genre/text type using an increasing range of vocabulary and sentence structures. | <ul style="list-style-type: none"> To compose and rehearse sentences orally specific to the genre/text type (including dialogue). Build a varied and rich vocabulary and use an increasing range of sentence structures. | <ul style="list-style-type: none"> Select increasing appropriate vocabulary and sentence structures for the genre of writing. | <ul style="list-style-type: none"> Select appropriate grammar and vocabulary to change and enhance meaning. |
| Drafting – Paragraphs and Organisational features | <ul style="list-style-type: none"> To begin to organise their writing into paragraphs around a theme to aid cohesion. | <ul style="list-style-type: none"> Secure the use of paragraphs to organise ideas around a theme using topic sentences. Some attempt to link paragraphs together across a text using cohesive devices such as time conjunctions and ongoing reference chains. Use a range of organisational devices, e.g. subheadings. | <ul style="list-style-type: none"> To consistently make links across paragraphs e.g. later, place e.g. nearby and number e.g. secondly or tense choice e.g. he had seen her before to effectively control text. Use a wide range of devices to build cohesion within paragraphs. Use a wider range of presentational and organisational devices to structure texts. Write key information drawn from more than one paragraph, including some details that support the main idea of the text. | <ul style="list-style-type: none"> Link ideas within and across paragraphs using a wider range of cohesive devices. (TAF) use a range of organisational devices effectively to guide the reader, adapting their text to suit the audience and purpose. Write an accurate summary that includes the main details from the text in a succinct paragraph or paragraphs. - |
| Drafting – narrative | <ul style="list-style-type: none"> Create settings, characters and plots in narratives, using inverted commas to punctuate direct speech. | <ul style="list-style-type: none"> Describe settings and characters in detail and create well-developed plots, | <ul style="list-style-type: none"> Recognise how authors have developed characters and settings, describe their own | <ul style="list-style-type: none"> Describe settings using well-chosen vocabulary, |

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|---------------------------|--|---|--|--|
| | <ul style="list-style-type: none"> • Draft and writing non-narrative material using headings and sub-headings to organise texts. | <ul style="list-style-type: none"> • using inverted commas and other punctuation to indicate direct speech. • Draft and write non-narrative material, using simple organisational devices. | <ul style="list-style-type: none"> • settings and use dialogue to convey character and advance the action. | <ul style="list-style-type: none"> • Describe characters using well-chosen vocabulary, • Describe atmosphere using well-chosen vocabulary, (TAF) • Integrates dialogue effectively (TAF) |
| Proof-reading | <ul style="list-style-type: none"> • Proofread to check for errors in spelling, grammar, vocabulary and punctuation, noticing some errors and attempting to make appropriate corrections. | <ul style="list-style-type: none"> • Proofread to check for errors in spelling, grammar, vocabulary and punctuation, noticing and acting on an increasing range of errors. • Proof read for spelling and punctuation errors including the use of the apostrophe for possession, speech punctuation and use of the comma for fronted adverbials. | <ul style="list-style-type: none"> • Proofread to check that spelling and punctuation are consistent and that the most suitable use of tense is used consistently throughout a piece of writing. | <ul style="list-style-type: none"> • Proofread to check the spelling, punctuation, degree of formality (register) and subject and verb agreement throughout a piece of writing. |
| Evaluating and Editing | <ul style="list-style-type: none"> • Assess the effectiveness of their own and others' writing against the language and organisational features of the genre/text type. • Evaluate and edit by proposing changes to grammar and vocabulary linked to the use of a/an, conjunctions, adverbs and prepositions. • Proof-read for spelling errors and for punctuation - including capital letters and full stops, question marks, exclamation marks, commas for lists and apostrophes mostly correctly | <ul style="list-style-type: none"> • Assess the effectiveness of their own and others' writing against the purpose, text structure and language features of the genre/text type. • Suggest and make changes to grammar and vocabulary to improve consistency, including accurate use of pronouns in sentences to clarify meaning. | <ul style="list-style-type: none"> • Assess the effectiveness of their own and others' writing, proposing and making changes to enhance the spelling, grammar, vocabulary and punctuation. • Ensure consistent and most suitable use of tense throughout a piece of writing. | <ul style="list-style-type: none"> • Assess the effectiveness of their own and others' writing, proposing and making changes to spelling, grammar, vocabulary and punctuation to enhance effects and clarify meaning. • Précis longer passages. Duplicated from above. |
| Performing and Presenting | <ul style="list-style-type: none"> • Read aloud their own writing with appropriate intonation and volume so that the meaning is clear. | <ul style="list-style-type: none"> • Read aloud their own writing to a group or the whole class using appropriate intonation and controlling their tone and volume so that the meaning is clear. | <ul style="list-style-type: none"> • Perform their own compositions with appropriate intonation and volume, and some consideration of movement. | <ul style="list-style-type: none"> • Perform their own compositions effectively, using appropriate intonation, volume and movement so that meaning is clear. |

Progression of **Vocabulary, Grammar and Punctuation** at Horsted School

The two statutory appendices – on spelling and on vocabulary, grammar and punctuation – give an overview of the specific features that should be included in teaching the programmes of study. Opportunities for teachers to enhance pupils’ vocabulary arise naturally from their reading and writing. As vocabulary increases, teachers should show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. They should also teach pupils how to work out and clarify the meanings of unknown words and words with more than one meaning. References to developing pupils’ vocabulary are also included within the appendices. Pupils should be taught to control their speaking and writing consciously and to use Standard English. They should be taught to use the elements of spelling, grammar, punctuation and ‘language about language’ listed. This is not intended to constrain or restrict teachers’ creativity, but simply to provide the structure on which they can construct exciting lessons. A non-statutory Glossary is provided for teachers. Throughout the programmes of study, teachers should teach pupils the vocabulary they need to discuss their reading, writing and spoken language. It is important that pupils learn the correct grammatical terms in English and that these terms are integrated within teaching.

| | EYFS | Year 1 | Year 2 |
|---|---|---|---|
| Word | | <ul style="list-style-type: none"> Regular plural noun suffixes –s or – es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun Suffixes (-er, -est, -es) separate that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) Suffixes (-ing, -ed) separate that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat] | <ul style="list-style-type: none"> Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman] Formation of adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found in the year 2 spelling section in English Appendix 1) Use of the suffixes –er, –est in adjectives that are irregular and the use of –ly in Standard English to turn adjectives into adverbs of manner. |
| Sentence - Sentence Structure) | <ul style="list-style-type: none"> Begin to use adjectives to describe. To identify questions marks. | <ul style="list-style-type: none"> Joining words and joining clauses using ‘and’. Use adjectives to describe. | <ul style="list-style-type: none"> Use subordination (using when, if, that, because) and co-ordination (using or, and, but) to extend sentences. (TAF) To form sentences with different forms: statement, question, exclamation, command. Use simple expanded noun phrases with an adjective that describes the noun. |
| Sentences (verbs, tenses, formality) | <ul style="list-style-type: none"> Children can verbally use the simple past and present tense accurately with regular verbs (e.g. I walk, they walk, he walks and I walked/he walked) | <ul style="list-style-type: none"> Children can use the simple past and present tense accurately with regular verbs and with growing accuracy of irregular verbs (e.g. I think, he thinks, they think and I thought/he thought) | <ul style="list-style-type: none"> Children are consistent in their use of simple present and past tense within their writing (TAF) Children can use the past and present progressive to show actions that are still in progress (eg. I am walking/they are walking and I was walking/They were walking) |
| Punctuation | <ul style="list-style-type: none"> Begin to use full stops and capital letters. | <ul style="list-style-type: none"> Use capital letters for names, places and the day of the week Use a capital letter for the personal pronoun ‘I’. Use a capital letter at the beginning of a sentence Use finger spaces. Use full stops to end sentences. Begin to use question marks Begin to use exclamation marks | <ul style="list-style-type: none"> Use capital letters, full stops and question marks to demarcate a sentence. Use exclamation marks to demarcate sentences (TAF) Use commas to separate items in a list. Use apostrophes to mark contracted forms in spelling Use apostrophes to mark singular possessions in nouns |
| Terminology | <ul style="list-style-type: none"> Recognise capital letters and full stops. | <ul style="list-style-type: none"> To recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark. | <ul style="list-style-type: none"> To recognise and use the terms noun, noun phrase and adjective statement, question, exclamation, command, To recognise and use the terms compound and suffix. To recognise and use the terms adverb and verb To recognise and use the terms present tense and past tense To recognise and use the terms apostrophe and comma. |

| | Year 3 | Year 4 | Year 5 | Year 6 |
|--------------------------------------|--|---|--|---|
| Word | <ul style="list-style-type: none"> Formation of nouns using a range of prefixes outlined in transcription Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] | <ul style="list-style-type: none"> The grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms. (e.g. we were <i>not</i> we was) | <ul style="list-style-type: none"> Convert nouns or adjectives into verbs using suffixes e.g. -ate, -ise, -ify Understand verb prefixes e.g. dis-, de-, mis-, over-, and re- | <ul style="list-style-type: none"> To use vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter] To know how words are related by meaning as synonyms and antonyms [for example, big, large, little]. |
| Sentence - Sentence Structure) | <ul style="list-style-type: none"> Express time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]. Continue to use and identify expanded noun phrases, beginning to use some prepositional phrases. | <ul style="list-style-type: none"> Use fronted adverbials (including the correct use of commas), pronouns and conjunctions to vary their sentence structure. Use noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. Make the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition | <ul style="list-style-type: none"> Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun to give more information about the noun. Use expanded noun phrases, identifying the adjective and prepositional phrase that have been used to give more information. | <ul style="list-style-type: none"> Consciously control sentence structure in writing, demonstrating understanding of why sentences are constructed as they are. Use and identify expanded noun phrases that convey complicated information concisely |
| Sentences (verbs, tenses, formality) | <ul style="list-style-type: none"> Children maintain consistent use of the past and present progressive and simple tense in their writing. Use the present perfect form of verbs instead of the simple past e.g. He has gone out to play contrasted with He went out to play To use ‘a’ or ‘an’ correctly throughout a piece of writing. | <ul style="list-style-type: none"> Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play] | <ul style="list-style-type: none"> Use a variety of verb forms with increasing confidence, including the perfect form of verbs. To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc. | <ul style="list-style-type: none"> Use the passive voice. To use the perfect form of verbs to mark relationships of time and cause. Use vocabulary and sentence structures, including subjunctive forms, that are appropriate for formal speech and writing. Use question tags in informal writing. |
| Punctuation | <ul style="list-style-type: none"> Begin to use inverted commas to punctuate direct speech. | <ul style="list-style-type: none"> Use inverted commas and other punctuation to indicate direct speech (e.g. a comma after the reporting clause; end punctuation within inverted commas. The conductor shouted, “Sit down!”) Use apostrophes to mark singular and plural possession (e.g. the girl’s name, the girls’ names). | <ul style="list-style-type: none"> Use commas consistently to clarify meaning or to avoid ambiguity. Use commas to indicate parenthesis Use brackets & dashes to indicate parenthesis. Use colons to introduce a list and use of semi-colons within lists. | <ul style="list-style-type: none"> Use semi-colons to mark the boundary between independent clauses (e.g. It’s raining; I’m fed up). Use colons to mark the boundary between independent clauses Use dashes to mark the boundary between independent clauses Use bullet points to list information. Understand how hyphens can be used to avoid ambiguity (e.g. man eating shark versus man-eating shark, or recover versus re-cover). |
| Terminology | <ul style="list-style-type: none"> To recognise and use the terms preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks). | <ul style="list-style-type: none"> To recognise and use the terms determiner, pronoun, possessive pronoun and adverbial. | <ul style="list-style-type: none"> To recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity. | <ul style="list-style-type: none"> To recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points. |

APPENDICES

COMMON EXCEPTION WORDS (RED WORDS RWI)

| | | |
|--------|------|------|
| he | me | we |
| she | be | no |
| so | go | old |
| her | saw | my |
| by | why | now |
| how | down | over |
| school | | |

Other Red Words:

| | | |
|------|------|------|
| I | the | you |
| your | said | was |
| are | of | want |
| they | to | do |
| does | all | call |

| | | |
|---------|---------|--------|
| tall | small | any |
| many | anyone | some |
| come | watch | who |
| where | there | here |
| were | brother | other |
| mother | father | love |
| above | two | once |
| buy | worse | walk |
| talk | caught | bought |
| thought | through | wear |
| whole | could | would |
| should | great | son |
| water | | |

Year 1 and 2 Common Exception Words

Year 1

| | | |
|-------|-------|--------|
| the | they | one |
| a | be | once |
| do | he | ask |
| to | me | friend |
| today | she | school |
| of | we | put |
| said | no | push |
| says | go | pull |
| are | so | full |
| were | by | house |
| was | my | our |
| is | here | |
| his | there | |
| has | where | |
| I | love | |
| you | come | |
| your | some | |

Year 2

| | | | |
|----------|-----------|---------|-----------|
| door | gold | plant | clothes |
| floor | hold | path | busy |
| poor | told | bath | people |
| because | every | hour | water |
| find | great | move | again |
| kind | break | prove | half |
| mind | steak | improve | money |
| behind | pretty | sure | Mr |
| child | beautiful | sugar | Mrs |
| children | after | eye | parents |
| wild | fast | could | Christmas |
| climb | last | should | everybody |
| most | past | would | even |
| only | father | who | |
| both | class | whole | |
| old | grass | any | |
| cold | pass | many | |



Word list – years 3 and 4

| | | | |
|----------------|--------------|----------------|-----------------|
| accident(ally) | early | knowledge | purpose |
| actual(ly) | earth | learn | quarter |
| address | eight/eighth | length | question |
| answer | enough | library | recent |
| appear | exercise | material | regular |
| arrive | experience | medicine | reign |
| believe | experiment | mention | remember |
| bicycle | extreme | minute | sentence |
| breath | famous | natural | separate |
| breathe | favourite | naughty | special |
| build | February | notice | straight |
| busy/business | forward(s) | occasion(ally) | strange |
| calendar | fruit | often | strength |
| caught | grammar | opposite | suppose |
| centre | group | ordinary | surprise |
| century | guard | particular | therefore |
| certain | guide | peculiar | though/although |
| circle | heard | perhaps | thought |
| complete | heart | popular | through |
| consider | height | position | various |
| continue | history | possess(ion) | weight |
| decide | imagine | possible | woman/women |
| describe | increase | potatoes | |
| different | important | pressure | |
| difficult | interest | probably | |
| disappear | island | promise | |

Word list – years 5 and 6

| | | | |
|-------------|--------------------------|---------------|-------------|
| accommodate | criticise (critic + ise) | individual | relevant |
| accompany | curiosity | interfere | restaurant |
| according | definite | interrupt | rhyme |
| achieve | desperate | language | rhythm |
| aggressive | determined | leisure | sacrifice |
| amateur | develop | lightning | secretary |
| ancient | dictionary | marvellous | shoulder |
| apparent | disastrous | mischievous | signature |
| appreciate | embarrass | muscle | sincere(ly) |
| attached | environment | necessary | soldier |
| available | equip (–ped, –ment) | neighbour | stomach |
| average | especially | nuisance | sufficient |
| awkward | exaggerate | occupy | suggest |
| bargain | excellent | occur | symbol |
| bruise | existence | opportunity | system |
| category | explanation | parliament | temperature |
| cemetery | familiar | persuade | thorough |
| committee | foreign | physical | twelfth |
| communicate | forty | prejudice | variety |
| community | frequently | privilege | vegetable |
| competition | government | profession | vehicle |
| conscience* | guarantee | programme | yacht |
| conscious* | harass | pronunciation | |
| controversy | hindrance | queue | |
| convenience | identity | recognise | |
| correspond | immediate(ly) | recommend | |

