

# English – Writing Progression at Nansledan School

Strand	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>National Curriculum</b>						
<b>Transcription</b>	<p><b>SPELLING</b> Pupils should be taught to: Spell:</p> <ul style="list-style-type: none"> <li>-words containing each of the 40+ phonemes already taught</li> <li>-common exception words the days of the week</li> </ul> <p>- <i>name the letters of the alphabet:</i></p> <ul style="list-style-type: none"> <li>- naming the letters of the alphabet in order</li> <li>- using letter names to distinguish between alternative spellings of the same sound</li> </ul> <p>- <i>add prefixes and suffixes:</i></p> <ul style="list-style-type: none"> <li>- using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</li> <li>- using the prefix un–</li> <li>- using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]</li> </ul> <p>- simple spelling rules and guidance, as listed in English Appendix 1</p> <p>-write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p>	<p><b>SPELLING</b> Pupils should be taught to: spell by:</p> <ul style="list-style-type: none"> <li>-segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>- learning 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>- learning to spell common exception words</li> <li>- learning to spell more words with contracted forms</li> <li>- learning the possessive apostrophe (singular) [for example, the girl’s book]</li> <li>- distinguishing between homophones and near-homophones - add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</li> <li>- apply spelling rules and guidance, as listed in English Appendix 1 - - 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><b>SPELLING</b> Pupils should be taught to:</p> <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 (English Appendix 1)</li> <li>- place the possessive apostrophe accurately in words with regular plurals [for example, girls’, boys’] and in words with irregular plurals [for example, children’s]</li> <li>- use the first two or three 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> <p>Pupils should learn to spell new words correctly and have plenty of practice in spelling them.</p> <p>As in years 1 and 2, pupils should continue to be supported in understanding and applying the concepts of word structure (see English Appendix 2).</p> <p>Pupils need sufficient knowledge of spelling in order to use dictionaries efficiently.</p>		<p><b>SPELLING</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- Use prefixes and suffixes and understand the guidance for adding them</li> <li>- Spell some words with ‘silent letters’, for example knight, psalm, solemn</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 (Appendix 1)</li> <li>- Use dictionaries to check the spelling and meaning of words</li> <li>- Use the first 3 or 4 letters of a word to check spelling, meaning or both in a dictionary</li> <li>- Use a thesaurus</li> </ul>	

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<b>Composition</b>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- write sentences by:               <ul style="list-style-type: none"> <li>- saying out loud what they are going to write about</li> <li>- composing a sentence orally before writing it</li> <li>- sequencing sentences to form short narratives</li> <li>- re-reading 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 aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ul> </li> </ul>	<p>Pupils should be taught to:</p> <p><i>develop positive attitudes towards and stamina for writing by:</i></p> <ul style="list-style-type: none"> <li>-writing narratives about personal experiences and those of others (real and fictional)</li> <li>- writing about real events</li> <li>- writing poetry</li> <li>- writing for different purposes</li> </ul> <p><i>- consider what they are going to write before beginning by:</i></p> <ul style="list-style-type: none"> <li>- planning or saying out loud what they are going to write about</li> <li>- writing down ideas and/or key words, including new vocabulary</li> <li>- encapsulating what they want to say, sentence by sentence</li> </ul> <p><i>- make simple additions, revisions and corrections to their own writing by:</i></p> <ul style="list-style-type: none"> <li>- evaluating their writing with the teacher and other pupils</li> <li>- re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>- proof-reading to check for errors in spelling, grammar and punctuation [for</li> </ul>	<p>Pupils should be taught to:</p> <p><i>plan their writing by:</i></p> <ul style="list-style-type: none"> <li>-discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>- discussing and recording ideas</li> </ul> <p><i>draft and write by:</i></p> <ul style="list-style-type: none"> <li>-composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) - organising paragraphs around a theme</li> <li>- in narratives, creating settings, characters and plot</li> <li>- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul> <p><i>evaluate and edit by:</i></p> <ul style="list-style-type: none"> <li>-assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>- proposing 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 aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> </ul>	<p>Pupils should be taught to:</p> <p><i>Plan their writing by:</i></p> <ul style="list-style-type: none"> <li>- identifying the audience for and purpose of the writing, selecting the appropriate form and using similar writing as models for their own</li> <li>- noting and developing initial ideas, drawing on reading and research where necessary</li> <li>- in narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> <p><i>Draft and write by:</i></p> <ul style="list-style-type: none"> <li>-selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>- in narratives, describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>- Précising longer passages</li> <li>- Using 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 (headings, bullet points, underlining)</li> </ul> <p><i>Evaluate and edit by:</i></p> <ul style="list-style-type: none"> <li>- assessing the effectiveness of their own and others' writing</li> <li>-proposing changes to grammar, vocabulary punctuation to enhance effects and clarify meaning</li> <li>- ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> </ul> <p><i>Proof-read for spelling and punctuation errors</i></p>		



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		<p>example, ends of sentences punctuated correctly] - read aloud what they have written with appropriate intonation to make the meaning clear.</p>		
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<b>Vocabulary, Grammar and Punctuation</b>	<p><b>Pupils should be taught to:</b>  <i>develop their understanding of the concepts set out in English Appendix 2 by:</i></p> <ul style="list-style-type: none"> <li>- leaving <b>spaces</b> between words</li> <li>- joining words and joining clauses using <b>and</b></li> <li>- beginning to punctuate sentences using <b>a capital letter and a full stop, question mark or exclamation mark</b></li> <li>- using a <b>capital letter</b> for names of people, places, the days of the week, and the personal pronoun 'I'</li> <li>- learning the grammar for year 1 in English Appendix 2</li> <li>- use the grammatical terminology in English Appendix 2 in discussing their writing.</li> </ul>	<p><b>Pupils should be taught to:</b> --  <i>develop their understanding of the concepts set out in English Appendix 2 by:</i></p> <ul style="list-style-type: none"> <li>- learning how to use both familiar and new punctuation correctly (see English Appendix 2), including <b>full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive</b> (singular)</li> <li>- <i>learn how to use:</i></li> <li>- sentences with different forms: <b>statement, question, exclamation, command</b></li> <li>- <b>expanded noun phrases</b> to describe and specify [for example, the blue butterfly]</li> <li>- the present and past tenses correctly and consistently including the progressive form</li> <li>- <b>subordination</b> (using when, if, that, or because) and <b>co-ordination</b> (using or, and, or but)</li> <li>- the grammar for year 2 in English Appendix 2</li> <li>- some features of written Standard English</li> <li>- use and understand the grammatical terminology in English Appendix 2 in discussing their writing.</li> </ul>	<p><b>Pupils should be taught to:</b>  <i>develop their understanding of the concepts set out in English Appendix 2 by:</i></p> <ul style="list-style-type: none"> <li>- extending the range of sentences with more than one clause by using a <b>wider range of conjunctions</b>, including when, if, because, although</li> <li>- using the <b>present perfect form</b> of verbs in contrast to the <b>past tense</b></li> <li>- choosing <b>nouns or pronouns</b> appropriately for clarity and <b>cohesion</b> and to avoid repetition</li> <li>- using <b>conjunctions, adverbs and prepositions</b> to express time and cause</li> <li>- using <b>fronted adverbials</b></li> <li>- learning the grammar for years 3 and 4 in English Appendix 2</li> <li>- <i>indicate grammatical and other features by:</i></li> <li>- using <b>commas</b> after fronted adverbials</li> <li>- indicating possession by using the <b>possessive apostrophe</b> with plural nouns</li> <li>- using and punctuating <b>direct speech</b></li> <li>- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</li> </ul>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>- recognise vocabulary and structures that are appropriate for <b>formal speech and writing</b>, including <b>subjunctive forms</b></li> <li>- using <b>passive verbs</b> to affect the presentation of information in a sentence</li> <li>- using the <b>perfect form of verbs</b> to mark the relationships of time and cause</li> <li>- using <b>expanded noun phrases to convey complicated information concisely</b></li> <li>- using <b>modal verbs or adverbs</b> to indicate degrees of possibility</li> <li>- using <b>relative clauses</b> beginning with who, which, were, when, whose, that or with an implied (omitted) relative pronoun</li> <li>- <b>*indicate grammatical and other features by:</b></li> <li>- using <b>commas to clarify meaning</b> or avoid ambiguity in writing</li> <li>- using <b>hyphens</b> to avoid ambiguity</li> <li>- using <b>brackets, dashes or commas</b> to indicate parenthesis</li> <li>- using <b>semi – colons, colons or dashes</b> to mark boundaries between independent clauses</li> <li>- using a <b>colon to introduce a list</b></li> <li>- punctuating <b>bullet points</b> consistently</li> </ul>		