



English - Progression in Writing

At Broadway First School, our approach to English aims to instil a love of writing and reading in all of our children. Our approach ensures that reading and writing are interwoven, a culture of reading for pleasure is promoted, creativity is celebrated and an extensive range of vocabulary is explored. A wide variety of high quality texts are carefully selected and writing genres are carefully mapped out, in order to ensure high expectations for all, excellent cross curricular links and a clear progression of knowledge and skills throughout KS1 and KS2.

English National Curriculum – Aims

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment.

The national curriculum for English aims to ensure that all pupils:

- ❖ read easily, fluently and with good understanding
- ❖ develop the habit of reading widely and often, for both pleasure and information
- ❖ acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- ❖ appreciate our rich and varied literary heritage
- ❖ write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- ❖ use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- ❖ are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.



Literacy Progression in the EYFS

Three to four year olds	Reception children	Early Learning Goals
<ul style="list-style-type: none">✓ Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother.✓ Engage in extended conversations about stories, learning new vocabulary.✓ Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom.✓ Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.✓ Write some or all of their name. Write some letters accurately.	<ul style="list-style-type: none">✓ Read individual letters by saying the sounds for them.✓ Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.✓ Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.✓ Read some letter groups that each represent one sound and say sounds for them.✓ Read a few common exception words matched to the school's phonic programme.✓ Form lower-case and capital letters correctly✓ Spell words by identifying the sounds and then writing the sound with letter/s.✓ Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.✓ Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.✓ Re-read what they have written to check that it makes sense.	<ul style="list-style-type: none">✓ ELG Comprehension - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; anticipate – where appropriate – key events in stories.✓ ELG Word Reading - Read words consistent with their phonic knowledge by sound blending.✓ ELG Writing - Write recognisable letters, most of which are correctly formed; Spell words by identifying sounds in them and representing the sounds with a letter or letters.✓ ELG Comprehension - Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role-play.✓ ELG Word Reading - Say a sound for each letter in the alphabet and at least 10 digraphs; Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.✓ ELG Writing - Write simple phrases and sentences that can be read by others.



KS1 and KS2

Writing Progression - Transcription

	Year 1	Year 2	Year 3	Year 4	Year 5
Spelling	<p>I can identify known phonemes in unfamiliar words.</p> <p>I can use syllables to divide words when spelling.</p> <p>I use what I know about alternative phonemes to narrow down possibilities for accurate spelling.</p> <p>I can use the spelling rule for adding 's' or 'es' for verbs in the 3rd person singular.</p> <p>I can name all the letters of the alphabet in order.</p> <p>I can use letter names to show alternative spellings of the same phoneme.</p>	<p>I can segment spoken words into phonemes and record these as graphemes.</p> <p>I can spell words with alternatives spellings, including a few common homophones.</p> <p>I can spell longer words using suffixes such as 'ment', 'ness', 'ful', 'less', 'ly'.</p> <p>I can use my knowledge of alternative phonemes to narrow down possibilities for accurate spelling.</p> <p>I can identify phonemes in unfamiliar words and use syllables to divide words.</p>	<p>I can spell words with additional prefixes and suffixes and understand how to add them to root words.</p> <p>I recognise and spell homophones.</p> <p>I can use the first two or three letters of a word to check its spelling in a dictionary.</p> <p>I can spell words which are in a family correctly</p> <p>I can spell the commonly misspelt words from the Y3/4 word list.</p> <p>I can identify the root in longer words.</p>	<p>I can spell words with prefixes and suffixes and can add them to root words.</p> <p>I can recognise and spell homophones.</p> <p>I can use the first two or three letters of a word to check a spelling in a dictionary.</p> <p>I can spell the commonly misspelt words from the Y3/4 word list.</p>	<p>I can form verbs with prefixes.</p> <p>I can convert nouns or adjectives into verbs by adding a suffix.</p> <p>I understand the rules for adding prefixes and suffixes.</p> <p>I can spell words with silent letters.</p> <p>I can distinguish between homophones and other words which are often confused.</p> <p>I can spell the commonly misspelt words from the Y5/6 word list.</p> <p>I can use the first 3 or 4 letters of a word to check spelling, meaning or both in a dictionary.</p> <p>I can use a thesaurus.</p> <p>I can use a range of spelling strategies.</p>



Handwriting

I can sit correctly at a table, holding a pencil comfortably and correctly.
I can form lower case letters in the correct direction, starting and finishing in the right place.
I can form capital letters and digits 0-9.

I can form lower-case letters of the correct size relative to one another.
I can begin to use some of the diagonal and horizontal strokes needed to join letters.
I show that I know which letters are best left unjoined.
I use capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.
I use spacing between words that reflects the size of the letters.

I use the diagonal and horizontal strokes that are needed to join letters.
I understand which letters should be left unjoined.

I can use the diagonal and horizontal strokes that are needed to join letters.
I understand which letters should be left unjoined.
My handwriting is legible and consistent; down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch.

I can choose the style of handwriting to use when given a choice.
I can choose the handwriting that is best suited for a specific task.



Writing Progression - Composition

	Year 1	Year 2	Year 3	Year 4	Year 5
	<p>I can compose a sentence orally before writing it.</p> <p>I can sequence sentences in chronological order to recount an event or experience.</p> <p>I can re-read what I have written to check that it makes sense.</p> <p>I leave spaces between words.</p> <p>I know how the prefix 'un' can be added to words to change meaning.</p> <p>I can use the suffixes 's', 'es', 'ed', and 'ing' within my writing.</p>	<p>I can write narratives about personal experiences and those of others, both real and fictional.</p> <p>I can write for different purposes, including real events.</p> <p>I can plan and discuss the content of writing and record my ideas.</p> <p>I am able to orally rehearse structured sentences or sequences of sentences.</p> <p>I can evaluate my own writing independently, with friends and with an adult.</p> <p>I can proof-read to check for errors in spelling, grammar and punctuation.</p>	<p>I can discuss models of writing, noting its structure, grammatical features and use of vocabulary.</p> <p>I can compose sentences using a wider range of structures.</p> <p>I can write a narrative with a clear structure, setting, characters and plot.</p> <p>I can produce non-narrative writing using simple organisational devices such as headings and sub-headings.</p> <p>I can suggest improvements to my own writing and that of others.</p> <p>I can make improvements to grammar, vocabulary and punctuation.</p> <p>I use a range of sentences with more than one clause</p>	<p>I can compose sentences using a range of sentence structures.</p> <p>I can orally rehearse a sentence or a sequence of sentences.</p> <p>I can write a narrative with a clear structure, setting and plot.</p> <p>I can improve my writing by changing grammar and vocabulary to improve consistency.</p> <p>I use a range of sentences which have more than one clause.</p> <p>I can use appropriate nouns and pronouns within and across sentences to support cohesion and avoid repetition.</p>	<p>I can discuss the audience and purpose of the writing.</p> <p>I can start sentences in different ways.</p> <p>I can use the correct features and sentence structure matched to the text type we are working on.</p> <p>I can develop characters through action and dialogue.</p> <p>I can establish a viewpoint as the writer through commenting on characters and events.</p> <p>I can use grammar and vocabulary to create an impact on the reader.</p> <p>I can use stylistic devices to create effects in writing.</p> <p>I can add well-chosen detail to interest the reader.</p> <p>I can summarise a paragraph.</p>



			<p>by using a range of conjunctions.</p> <p>I use the perfect form of verbs to mark the relationship of time and cause.</p> <p>I can proof-read to check for errors in spelling and punctuation.</p>	<p>I can use direct speech in my writing and punctuate it correctly.</p>	<p>I can organise my writing into paragraphs to show different information or events.</p>
--	--	--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------	-------------------------------------------------------------------------------------------



Writing Progression - Grammar and Punctuation

	Year 1	Year 2	Year 3	Year 4	Year 5
Sentence structure	<p>I can combine words to make a sentence.</p> <p>I can join two sentences using 'and'.</p>	<p>I can use subordination and co-ordination.</p> <p>I can use expanded noun phrases.</p> <p>I can say how the grammatical patterns in a sentence indicate its function.</p>	<p>I can express time, place and cause by using conjunctions, adverbs and prepositions.</p>	<p>I can use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases.</p> <p>I can use fronted adverbials.</p>	<p>I can use relative clauses.</p> <p>I can use adverbs or modal verbs to indicate a degree of possibility.</p>
Text structure	<p>I can sequence sentences to form a narrative.</p>	<p>I consistently use the present tense and past tense correctly.</p> <p>I can use the progressive forms of verbs in the present and past tense.</p>	<p>I am starting to use paragraphs.</p> <p>I can use headings and sub headings.</p> <p>I can use the present perfect form of verbs instead of the simple past.</p>	<p>I can write in paragraphs.</p> <p>I make an appropriate choice of pronoun and noun within and across sentences.</p>	<p>I can build cohesion between paragraphs.</p> <p>I can use adverbials to link paragraphs.</p>
Punctuation	<p>I can separate words using finger spaces.</p> <p>I can use capital letters to start a sentence.</p> <p>I can use a full stop to end a sentence.</p> <p>I can use a question mark.</p>	<p>I use capital letters for names of people, places, days of the week and the personal pronoun 'I'.</p> <p>I use question marks and exclamation marks correctly.</p>	<p>I can use inverted commas to punctuate direct speech.</p>	<p>I can use inverted commas and other punctuation to indicate direct speech.</p> <p>I can use apostrophes to mark plural possession.</p> <p>I can use commas after fronted adverbials.</p>	<p>I can use brackets, dashes and commas to indicate parenthesis.</p> <p>I can use commas to clarify meaning or avoid ambiguity.</p>



	<p>I can use an exclamation mark.</p> <p>I can use capital letters for names.</p> <p>I can use 'I'.</p>	<p>I can use commas to separate items in a list.</p> <p>I can use apostrophes to show where letters are missing and to mark singular possession in nouns.</p>			
--	---------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--



Writing Progression - *Exceeding year group expectations*

	Year 1	Year 2	Year 3	Year 4	Year 5
	<p>I can write short stories about something personal to me.</p> <p>I can sequence a short story or series of events related to my learning in other lessons.</p> <p>My writing makes sense to the reader without additional explanation.</p> <p>I am confident in changing the way sentences start.</p> <p>I can make sentences longer and use words other than 'and' and 'then' to join ideas together.</p> <p>I can use new words for the first time in stories or explanations and I enjoy experimenting with new words.</p> <p>I know which letters sit below the line and which are tall letters.</p>	<p>My descriptions are clear enough for people to recognise what is meant, even when things are not named.</p> <p>I use some phrases and words that I come across in reading.</p> <p>I use words like 'suddenly' or 'amazingly', so that writing grips the reader's interest.</p> <p>My stories have interesting endings that have been carefully thought about.</p> <p>I am consistent in using the first or third person.</p> <p>I keep my writing interesting throughout and I am not be tempted to look at quick ways to finish it.</p> <p>I check that capital letters, commas and question marks are used when needed and I attempt to use speech marks.</p>	<p>I can use adjectives and adverbs with confidence and attempt to think of different ones to use in different situations.</p> <p>I give careful thought to the planning of writing and re-read it as a matter of course.</p> <p>I ensure that descriptions have just enough detail to help the reader gain a better understanding about the way the story is unfolding.</p> <p>I use words that have not been used before when describing events, characters and feelings.</p> <p>I can use powerful verbs to show character or add impact.</p> <p>I can vary sentences, adding phrases to make the meaning more precise.</p>	<p>I am prepared to carry out some research to find words that are particular to the event being written about.</p> <p>I can check to see if there are any sentences that can be re-organised so as to give my writing a greater impact.</p> <p>I can deliberately use short sentences to speed up action sequences.</p> <p>I can use dialogue and reactions from other characters to make my character interesting.</p> <p>I can recognise when a simile may generate more impact than a metaphor, and vice versa.</p> <p>I can recognise when it is reasonable to allow direct speech to tell the reader</p>	<p>I can use paragraphs to structure the plot in narrative writing, showing changes in time, place and events.</p> <p>I can use changes in time and place to guide the reader through the text.</p> <p>I can use paragraphs to organise information logically and shape a non-fiction text effectively.</p> <p>I can sustain and develop an idea within a paragraph, introducing it with a topic sentence.</p> <p>I can close text with reference to its opening.</p> <p>I can re-order sentences to create an impact on the reader.</p> <p>I can use expanded noun phrases to add well thought out detail to writing.</p>



I am consistent in my use of lower case and capital letters.
I sound out spelling when I am not sure and I can come up with phonetically close attempts at spelling unfamiliar words.
I can spell almost all of the words in the Year 1 and 2 list accurately.

I use a dictionary to check the spellings of words.
I use specific nouns when needed, e.g. 'terrier' instead of 'dog'.
I take time to describe characters and events within stories, rather than move from one event to another.

I can include descriptions of events and characters in a variety of styles and can sometimes use humour.
I can describe characters and include feelings and emotions where needed.
I can choose the most appropriate style of writing to suit the needs of the situations, eg: poems, lists, letters, and reports.
I can check punctuation and use speech marks and apostrophes accurately.

more about an individual's personality.
I can recognise that a combination of good adjectives, similes and metaphors may help create a powerful image of the characters I am writing about.
I know how to re-order sentences so that they create maximum effect.
I can vary my choice of pronouns correctly to refer to the first, second and third person, both singular and plural.
I can use commas or ellipses in order to create greater clarity and effect in my writing.

I can use punctuation to clarify the meaning of sentences e.g. commas to mark phrases and clauses.
I can use dialogue effectively and punctuate it accurately.