**National Curriculum - English**

**Programme of Study – Writing**

**Focus: Progression**

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| **Year 1** | |
| **Writing - Transcription** | |
| **Spelling** | |
| **Statutory Requirements** | **Notes and Guidance (Non-Statutory)** |
| **Spelling (see English Appendix 1)**  Pupils should be taught to:   * spell: * words containing each of the 40+ phonemes already taught * common exception words * the days of the week * name the letters of the alphabet: * naming the letters of the alphabet in order * using letter names to distinguish between alternative spellings of the same sound * add prefixes and suffixes: * using the spelling rule ofr adding –s or –es as the plural marker for nouns and the third person singular marker for verbs * using the prefix un- * 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] * apply simple 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 and common exception words taught so far. | Reading should be taught alongside spelling, so that pupils understand that they can read back words they have spelt.  Pupils should be shown how to segment spoken words into individual phonemes and then how to represent the phonemes by the appropriate grapheme(s). It is important to recognise that phoneme-grapheme correspondences (which underpin spelling) are more variable than grapheme-phoneme correspondences (which underpin reading). For this reason, pupils need to do much more word-specific rehearsal for spelling than for reading.  At this stage pupils will be spelling some words in a phonically plausible way, even if sometimes incorrectly. Misspellings of words that pupils have been taught to spell should be corrected; other misspelt words should be used to teach pupils about alternative ways of representing those sounds.  Writing simple dictated sentences that include words taught so far gives pupils opportunities to apply and practise their spelling. |
| **Handwriting** | |
| **Statutory Requirements** | **Notes and Guidance (Non-Statutory)** |
| Pupils should be taught to:   * sit correctly at a table, holding a pencil comfortably and correctly * begin to form lower-case letters in the correct direction, starting and finishing in the right place * form capital letters * form digits 0-9 * understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these. | Handwriting requires frequent and discrete, direct teaching. Pupils should be able to form letters correctly and confidently. The size of the writing implement (pencil, pen) should not be too large for a young pupil’s hand. Whatever is being used should allow the pupil to hold it easily and correctly so that bad habits are avoided.  Left-handed pupils should receive specific teaching to meet their needs. |

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| **Year 1 – English NC** | |
| **Writing Composition** | |
| **Statutory Requirements** | **Notes and Guidance (Non-Statutory)** |
| Pupils should be taught to:   * write sentences by: * saying out loud what they are going to write about * composing a sentence orally before writing it * sequencing sentences to form short narratives * re-reading what they have written to check that it makes sense * discuss what they have written with the teacher or other pupils * read aloud their writing clearly enough to be heard by their peers and the teacher. | At the beginning of year 1, not all pupils will have the spelling and handwriting skills they need to write down everything that they can compose out loud.  Pupils should understand, through demonstration, the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear. |
| **Writing – Vocabulary, Grammar and Punctuation** | |

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| **Statutory Requirements** | **Year 1: Detail of Content to be Introduced (Statutory Requirement)** | | **Notes and Guidance (Non-Statutory)** |
| Pupils should be taught to:   * develop their understanding of the concepts set out in **English Appendix 2** by: * leaving spaces between words * joining words and joining clauses using and * beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark * using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’ * learning the grammar for year 1 in **English Appendix 2** * use the grammatical terminology in **English Appendix 2** in discussing their writing. | **Word** | 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** 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] | Pupils should be taught to recognise sentence boundaries in spoken sentences and to use the vocabulary listed in **English Appendix 2** (‘Terminology for pupils’) when their writing is discussed.  Pupils should begin to use some of the distinctive features of Standard English in their writing. ‘Standard English’ is defined in the **Glossary**. |
| **Sentence** | How **words** can combine to make **sentences**  Joining **words** and joining **clauses** using and |
| **Text** | Sequencing **sentences** to form short narratives |
| **Punctuation** | Separation of **words** with spaces  Introduction to capital letters, full stops, question marks and exclamation marks to demarcate **sentences**  Capital letters for names and for the personal **pronoun** / |
| **Terminology**  **for pupils** | letter, capital letter  word, singular, plural  sentence  punctuation, full stop, question mark, exclamation mark |

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| **Year 2 – English NC** | |
| **Writing - Transcription** | |
| **Statutory Requirements** | **Notes and Guidance (Non-Statutory)** |
| Pupils should be taught to:   * spell by: * segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly * 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 * learning to spell common exception words * learning to spell common exception words * learning to spell more words with contracted forms * learning the possessive apostrophe (singular) [for example, the girl’s book] * distinguishing between homophones and near-homophones * add suffixes to spell longer words, including –ment, -ness, -ful, -less, -ly * 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. | In year 2, pupils move towards more word-specific knowledge of spelling, including homophones. The process of spelling should be emphasised: that is, that spelling involves segmenting spoken words into phonemes by graphemes in the right order. Pupils should do this both for single-syllable and multi-syllable words.  At this stage children’s spelling should be phonically plausible, even if not always correct. Misspellings of words that pupils have been taught to spell should be corrected; other misspelt words can be used as an opportunity to teach pupils about alternative ways of representing those sounds.  Pupils should be encouraged to apply their knowledge of suffixes from their word reading to their spelling. They should also draw from and apply their growing knowledge of word and spelling structure, as well as their knowledge of root words. |
| **Handwriting** | |
| **Statutory Requirements** | **Notes and Guidance (Non-Statutory)** |
| Pupils should be taught to:   * form lower-case letters of the correct size relative to one another * 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 * write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters * use spacing between words that reflects the size of the letters. | Pupils should revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation. |

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| **Year 2 – English NC** | |
| **Writing Composition** | |
| **Statutory Requirements** | **Notes and Guidance (Non-Statutory)** |
| Pupils should be taught to:   * develop positive attitudes towards and stamina for writing by: * writing narratives about personal experiences and those of others (real and fictional) * writing about real events * writing poetry * writing for different purposes * consider what they are going to write before beginning by: * planning or saying out loud what they are going to write about * writing down ideas and/or key words, including new vocabulary * encapsulating what they want to say, sentence by sentence * make simple additions, revisions and corrections to their own writing by: * evaluating their writing with the teacher and other pupils * 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 * proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] * read aloud what they have written with appropriate intonation to make the meaning clear. | Reading and listening to whole books, not simply extracts, helps pupils to increase their vocabulary and grammatical knowledge, including their knowledge of the vocabulary and grammar of Standard English. These activities also help them to understand how different types of writing, including narratives, are structured. All these can be drawn on for their writing.  Pupils should understand, through being shown these, the skills and processes essential to writing: that is, thinking aloud s they collect ideas, drafting, and re-reading to check their meaning is clear.  Drama and role-play can contribute to the quality of pupils’ writing by providing opportunities for pupils to develop and order their ideas through playing roles and improvising scenes in various settings.  Pupils might draw on and use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences. |
| **Writing – Vocabulary, Grammar and Punctuation** | |

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| **Statutory Requirements** | **Year 1: Detail of Content to be Introduced (Statutory Requirement)** | | **Notes and Guidance (Non-Statutory)** |
| Pupils should be taught to:   * develop their understanding of the concepts set out in **English Appendix 2** by: * learning how to use both familiar and new punctuation correctly (see **English Appendix 2**), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) * learn how to use: * sentences with different forms: statement, question, exclamation, command * expanded noun phrases to describe and specify [for example, the blue butterfly] * the present and past tenses correctly and consistently including the progressive form * subordination (using when, if, that, or because) and co-ordination (using or, and, or but) * the grammar for year 2 in **English Appendix 2** * some features of written Standard English * use and understand the grammatical terminology in **English Appendix 2** in discussing their writing | **Word** | 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 on page **56** in the year 2 spelling in English Appendix 1)  Use of the **suffixes** –*er*, -*est* in **adjectives** and the use of  –ly in Standard English to turn adjective into **adverbs** | The terms for discussing language should be embedded for pupils in the course of discussing their writing with them. Their attention should be drawn to the technical terms they need to learn. |
| **Sentence** | **Subordination** (using *when, if, that, because)* and **co-ordination** (using  *or, and, but)*  Expanded **noun phrases** for description and specification [for example, *the blue butterfly, plain flour, the man in the moon*]  **How the grammatical patterns in a sentence** indicate its function as a statement, question, exclamation or command |
| **Text** | Correct choice and consistent use of **present tense** and **past tense** throughout writing  Use of the **progressive** form of **verbs** in the **present** and **past tense** to mark actions in progress [for example, *she is drumming, he was shouting]* |
| **Punctuation** | Use of capital letters, full stops, question marks and exclamation marks to demarcate **sentences**  Commas to separate items in a list  **Apostrophes** to mark where letters are missing in spelling and to mark singular possession in nouns [for example, *the girl’s name*] |
| **Terminology**  **for pupils** | noun, noun phrase  statement, question, exclamation, command  compound, suffix  adjective, adverb, verb  tense (past, present)  apostrophe, comma |

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| **Year 3/4 – English NC** | |
| **Writing - Transcription** | |
| **Statutory Requirements** | **Notes and Guidance (Non-Statutory)** |
| **Spelling (see English Appendix 1)**  Pupils should be taught to:   * use further prefixes and suffixes and understand how to add them (**English Appendix 1**) * spell further homophones * spell words that are often misspelt (**English Appendix 1**) * place the possessive apostrophe accurately in words with regular plurals [for example, girls’, boys’] and in words with irregular plurals [for example, children’s] * use the first two or three letters of a word to check its spelling in a dictionary * write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. | Pupils should learn to spell new words correctly and have plenty of practice in spelling them.  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**)  Pupils need sufficient knowledge of spelling in order to use dictionaries efficiently. |
| **Handwriting** | |
| **Statutory Requirements** | **Notes and Guidance (Non-Statutory)** |
| Pupils should be taught to:   * use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined * increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. | Pupils should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling. |

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| **Year 3/4 – English NC** | |
| **Writing Composition** | |
| **Statutory Requirements** | **Notes and Guidance (Non-Statutory)** |
| Pupils should be taught to:   * plan their writing by: * discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar * discussing and recording ideas * draft and write by: * 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 * in narratives, creating settings, characters and plot * in non-narrative material, using simple organisational devices [for example, headings and sub-headings] * evaluate and edit by: * assessing the effectiveness of their own and others’ writing and suggesting improvements * proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences * proof-read for spelling and punctuation errors * 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. | Pupils should continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum. These purposes and audiences should underpin the decisions about the form the writing should take, such as a narrative, an explanation or a description.  Pupils should understand, through being shown these, the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting, and re-reading to check their meaning is clear, including doing so as the writing develops. Pupils should be taught to monitor whether their own writing makes sense in the same way that they monitor their reading, checking at different levels. |
| **Writing – Vocabulary, Grammar and Punctuation** | |

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| **Statutory Requirements** | **Year 3: Detail of Content to be Introduced**  **(Statutory Requirement)** | | **Year 4: Detail of Content to be Introduced**  **(Statutory Requirement)** | **Notes and Guidance (Non-Statutory)** |
| Pupils should be taught to:   * develop their understanding of the concepts set out in **English Appendix 2** by: * extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although * using the present perfect form of verbs in contrast to the past tense * choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition * using conjunctions, adverbs and prepositions to express time and cause * using fronted adverbials * learning the grammar for years 3 and 4 in **English Appendix 2** * indicate grammatical and other features by: * using commas after fronted adverbials * indicating possession by using the possessive apostrophe with plural nouns * using and punctuating direct speech * use and understand the grammatical terminology in **English Appendix 2** accurately and appropriately when discussing their writing and reading. | **Word** | Formation of **nouns** using a range of **prefixes**  [for example super-, anti-, auto-]  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*]  **Word families** based on common **words**, showing how words are related in form and meaning [for example, *solve, solution, solver, dissolve, insoluble*] | The grammatical difference between **plural** and **possessive** –s  Standard English forms for **verb inflections** instead of local spoken forms [for example, *we were* instead of *we was*, or *I did* instead of *I done*] | Grammar should be taught explicitly: pupils should be taught the terminology concepts set out in **English Appendix 2**, and be able to apply them correctly to examples of real language, such as their own writing or books that they have read.  At this stage, pupils should start to learn about some of the differences between Standard English and non-Standard English and begin to apply what they have learnt [for example, in writing dialogue for characters]. |
| **Sentence** | Expressing 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*] | Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. *the teacher expanded to*: *the strict maths teacher with curly hair*)  **Fronted adverbials** [for example, ***Later that day***, *I heard the bad news.*] |
| **Text** | Introduction to paragraphs as a way to group related material  Headings and sub-headings to aid presentation  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*] | Use of paragraphs to organise ideas around a theme  Appropriate choice of **pronoun** or **noun** within and across **sentences** to aid **cohesion** and avoid repetition |
| **Punctuation** | Introduction to inverted commas to **punctuate** direct speech | Use of inverted commas and other **punctuation**  to indicate direct speech [for example, a comma after the reporting clause; end punctuation with inverted commas: *The conductor shouted, “Sit down!”]*  **Apostrophes** to mark **plural** possession [for example, *the girl’s name, the girl’s names*]  Use of commas after **fronted adverbials** |
| **Terminology**  **for pupils** | preposition conjunction  word family, prefix  clause, subordinate clause  direct speech  consonant, consonant letter vowel, vowel letter  inverted commas (or ‘speech marks’) | determiner  pronoun, possessive pronoun  adverbial |

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| **Year 5/6 – English NC** | |
| **Writing - Transcription** | |
| **Spelling** | |
| **Statutory Requirements** | **Notes and Guidance (Non-Statutory)** |
| **Spelling (see English Appendix 1)**  Pupils should be taught to:   * use further prefixes and suffixes and understand the guidance for adding them * spell some words with ‘silent’ letters [for example, knight psalm, solemn] * continue to distinguish between homophones and other words which are often confused * use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in **English Appendix 1** * use dictionaries to check the spelling and meaning of words * use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary * use a thesaurus. | As in earlier years, pupils should continue to be taught to understand and apply the concepts of word structure so that they can draw on their knowledge of morphology and etymology to spell correctly. |
| **Handwriting** | |
| **Statutory Requirements** | **Notes and Guidance (Non-Statutory)** |
| Pupils should be taught to:   * write legibly, fluently and with increasing speed by: * choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters * choosing the writing implement that is best suited for a task. | Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes of a final handwritten version. They should also be taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form, |

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| **Year 5/6 – English NC** | |
| **Writing Composition** | |
| **Statutory Requirements** | **Notes and Guidance (Non-Statutory)** |
| Pupils should be taught 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 * noting and developing initial ideas, drawing on reading and research where necessary * in writing narratives, considering how authors have developed characters settings in what pupils have read, listened to or seen performed * draft and write by: * selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning * in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action * précising longer passages * using a wide range of devices to build cohesion within and across paragraphs * using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] * evaluate and edit by: * assessing the effectiveness of their own and others’ writing * proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning * ensuring the consistent and correct use of tense throughout a piece of writing * ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register * proof-read for spelling and punctuation errors * perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. | Pupils should understand, through being shown, the skills and processes essential for writing: that is, thinking aloud to generate ideas, drafting, and  re-reading to check that the meaning is clear. |
| **Writing – Vocabulary, Grammar and Punctuation** | |

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| **Statutory Requirements** | **Year 5: Detail of Content to be Introduced**  **(Statutory Requirement)** | | **Year 6: Detail of Content to be Introduced**  **(Statutory Requirement)** | **Notes and Guidance (Non-Statutory)** |
| Pupils should be taught to:   * develop their understanding of the concepts set out in **English Appendix 2** by: * recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms * using passive verbs to affect the presentation of information in a sentence * using the perfect form of verbs to mark relationships of time and cause * using expanded noun phrases to convey complicated information concisely * using modal verbs or adverbs to indicate degrees of possibility * using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun * learning the grammar for years 5 and 6 in **English Appendix 2** * indicate grammatical and other features by: * using commas to clarify meaning or avoid ambiguity in writing * using hyphens to avoid ambiguity * using brackets, dashes or commas to indicate parenthesis * using semi-colons, colons or dashes to mark boundaries between independent clauses * using a colon to introduce a list * punctuating bullet points consistently * use and understand the grammatical terminology in **English Appendix 2** accurately and appropriately when discussing their writing and reading. | **Word** | Converting **nouns** or **adjectives** into **verbs** using **suffixes** for example, -ate; -ise; -ify]  **Verb prefixes** [for example, dis-, de-, mis-, over- and re-] | The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, *find out* - *discover; ask for – request; go in – enter*]  How words are related by meaning of synonyms and antonyms [for example, *big, large, little*] | Pupils should continue to add their knowledge of linguistic terms, including those to describe grammar, so that they can discuss their writing and reading. |
| **Sentence** | **Relative clauses** beginning with *who, which, where, when, whose, that,*  or an omitted relative pronoun  Indicating degrees of possibility using **adverbs** [for example, *perhaps, surely*] or **modal verbs** [ for example, *might, should, will, must*] | Use of the **passive** to affect the presentation of information in a **sentence** [for example, *I broke the window in the greenhouse* versus *The window in the greenhouse was broken (by me)*].  The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: *He’s your friend, isn’t he?,* or the use or **subjunctive** forms such as *If* ***I were*** or ***Were they***to come in some very formal writing and speech] |
| **Text** | Devices to build **cohesion** within a paragraph [for example, *then, after that, this, firstly*]  Linking ideas across paragraphs using **adverbials** of time [for example, *later*], place [for example, *nearby*] and number [for example, *secondly*] or tense choices [for example, he *had* seen her before] | Linking ides across paragraphs using a wider range of **cohesive device**: repetition of a **word** or phrase, grammatical connections [for example, the use of **adverbials** such as  *on the other hand*, *in contrast,*  or  *as a consequence*], and **ellipsis**  Layout devices [for example, headings, sub-headings, columns, bullets, or table, to structure text] |
| **Punctuation** | Brackets, dashes or commas to indicate parenthesis  Use of commas to clarify meaning or avoid ambiguity | Use of the semi colon, colon and dash to mark the boundary between independent **clauses** [for example, *It’s raining; I’m fed up*]  Use of the colon to introduce a list and use of semi-colons within lists  **Punctuation** of bullet points to list information  How hyphens can be used to avoid ambiguity [for example, *man eating shark* versus *man-eating shark,*  or *recover* versus *re-cover*] |
| **Terminology**  **for pupils** | modal verb, relative pronoun  relative clause  parenthesis, bracket, dash  cohesion, ambiguity | subject, object  active, passive  synonym, antonym  ellipsis, hyphen, colon, semi-colon, bullet points |