

Writing (Including SPAG) Progress as outlined in the National Curriculum 2014

Writing

The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing).

It is essential that teaching develops pupils' competence in these two dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition. 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. Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.

Spelling, vocabulary, grammar, punctuation and glossary 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.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonic & Whole word spelling	• words containing each of the 40+ phonemes taught • common exception words • the days of the week	• segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • learning new ways of spelling phonemes for	• spell further homophones • spell words that are often misspelt (Appendix 1)	• spell further homophones • spell words that are often misspelt (Appendix 1)	• spell some words with 'silent' letters • continue to distinguish between homophones and other words which are often confused • use knowledge of	• spell some words with 'silent' letters • continue to distinguish between homophones and other words which are often confused • use knowledge of

	• name the letters of the alphabet in order • using letter names to distinguish between alternative spellings of the same sound	which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones• learning to spell common exception words • distinguishing between homophones and near-homophones			morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1	morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1
Other word building spelling	• using the spelling rule for 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 • apply simple spelling rules and guidance from Appendix 1	• learning the possessive apostrophe (singular)• learning to spell more words with contracted forms • add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly• apply spelling rules and guidelines from Appendix 1	• use further prefixes and suffixes and understand how to add them • place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals • use the first 2 or 3 letters of a word to check its spelling in a dictionary	• use further prefixes and suffixes and understand how to add them • place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals• use the first 2 or 3 letters of a word to check its spelling in a dictionary	• use further prefixes and suffixes and understand the guidance for adding them • use dictionaries to check the spelling and meaning of words • use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary	• use further prefixes and suffixes and understand the guidance for adding them • use dictionaries to check the spelling and meaning of words • use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary
Transcription	• write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.	• write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.	• write from memory simple sentences, dictated by the teacher, that include words and punctuation taught	• write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.		
Handwriting	• 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' and to practise these	• 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-	• 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	• 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	• 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	• 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

		case letters• use spacing between words that reflects the size of the letters.				
Contexts for Writing		• writing narratives about personal experiences and those of others (real and fictional) • writing about real events• writing poetry • writing for different purposes	• discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	• discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed	• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
Planning Writing	• saying out loud what they are going to write about • composing a sentence orally before writing it	• planning or saying out loud what they are going to write about	• discussing and recording ideas • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures	• discussing and recording ideas• composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures	• noting and developing initial ideas, drawing on reading and research where necessary	• noting and developing initial ideas, drawing on reading and research where necessary
Drafting Writing	• sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense	• writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence	• organising paragraphs around a theme• in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices (headings & subheadings)	• organising paragraphs around a theme• in narratives, creating settings, characters and plot• in non-narrative material, using simple organisational devices	• 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 • precisising longer passages • using a wide range of devices to build cohesion within and across paragraphs	• 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 • precisising 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	• using further organisational and presentational devices to structure text and to guide the reader
Editing Writing	• discuss what they have written with the teacher or other pupils	• evaluating their writing with the teacher and other pupils • rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • proofreading to check for errors in spelling, grammar and punctuation	• 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 • proofread for spelling and punctuation errors	• 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 • proofread for spelling and punctuation errors	• 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 • proofread for spelling and punctuation errors	• 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 • proofread for spelling and punctuation errors
Performing Writing	• read their writing aloud clearly enough to be heard by their peers and the teacher.	• read aloud what they have written with appropriate intonation to make the meaning clear	• read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	• read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	• perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	• perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
Vocabulary	• leaving spaces between words • joining words and joining clauses using "and"	• expanded noun phrases to describe and specify	• extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • using conjunctions, adverbs and prepositions to express	• extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	• use a thesaurus • using expanded noun phrases to convey complicated information concisely • using modal verbs or adverbs to indicate degrees of possibility	• use a thesaurus • using expanded noun phrases to convey complicated information concisely • using modal verbs or adverbs to indicate degrees of possibility

			time and cause (and place)			
Grammar	- regular plural noun suffixes (-s, -es) - verb suffixes where root word is unchanged (-ing, -ed, -er) - un- prefix to change meaning of adjectives/adverbs - to combine words to make sentences, including using and - Sequencing sentences to form short narratives - separation of words with spaces - Sentence demarcation (. ! ?) - capital letters for names and pronoun 'I'	- sentences with different forms: statement, question, exclamation, command - 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) - some features of written Standard English - suffixes to form new words (-ful, -er, -ness) - sentence demarcation - commas in lists - apostrophes for omission & singular possession	- using the present perfect form of verbs in contrast to the past tense - form nouns using prefixes (super-, anti-) - use the correct form of 'a' or 'an' - word families based on common words (solve, solution, dissolve, insoluble)	- using fronted adverbials - difference between plural and possessive -s - Standard English verb inflections (I did vs I done) - extended noun phrases, including with prepositions - appropriate choice of pronoun or noun to create cohesion	- using the perfect form of verbs to mark relationships of time and cause - using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun - converting nouns or adjectives into verbs - verb prefixes - devices to build cohesion, including adverbials of time, place and number	- 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 - differences in informal and formal language - synonyms & Antonyms - further cohesive devices such as grammatical connections and adverbials - use of ellipsis
Punctuation	- 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 how to use both familiar and new punctuation correctly, including full stops, capital letters, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)	using and punctuating direct speech (i.e. Inverted commas)	- using commas after fronted adverbials - indicating possession by using the possessive apostrophe with singular and plural nouns - using and punctuating direct speech (including punctuation within and surrounding inverted commas)	- using commas to clarify meaning or avoid ambiguity in writing - using brackets, dashes or commas to indicate parenthesis	- using hyphens to avoid ambiguity - using semicolons, colons or dashes to mark boundaries between independent clauses - using a colon to introduce a list - punctuating bullet points consistently
Grammatical Terminology	letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark	noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb tense (past, present), apostrophe, comma	adverb, 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	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity	subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points

EYFS – Development Matters	A Unique Child: observing what a child is learning
30-50 months	• Sometimes gives meaning to marks as they draw and paint. • Ascribes meanings to marks that they see in different places.
40-60+ months	• Gives meaning to marks they make as they draw, write and paint. • Begins to break the flow of speech into words. • Continues a rhyming string. • Hears and says the initial sound in words. • Can segment the sounds in simple words and blend them together. • Links sounds to letters, naming and sounding the letters of the alphabet. • Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. • Writes own name and other things such as labels,captions. • Attempts to write short sentences in meaningful contexts. Early Learning Goal Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.