

## Writing Progression at Spring Lane Primary School

| SLP Writing Journey (Progression in Knowledge and Skills) |  |   |   |   |  |  |   |
|---|--|---|---|---|--|--|---|
| Text Types Covered  | Early Years  | Year 1  | Year 2  | Year 3  | Year 4   | Year 5   | Year 6  |
|   | <b><u>Nursery</u></b><br><br><b>Fiction:</b><br>Journey story<br>Cumulative Tale<br><br><b>Non Fiction:</b><br>Information Text<br>Instructions<br>Recount<br><br><b><u>Reception</u></b><br><br><b>Fiction:</b><br>Journey Story<br>Losing Tale<br>Cumulative Tale<br>Finding Tale<br>Wishing Tale<br>Warning Tale<br>Defeat the Monster<br><br><b>Non Fiction:</b><br>Instructions<br>Information report<br>Explanation<br>Diary | <b>Fiction:</b><br>Cumulative Tale<br>Quest<br>Wising Tale<br>Portal Story<br>Tale of Fear<br><br><b>Non Fiction:</b><br>Instructions<br>Information text<br>Recount<br><br><b>Poetry:</b> Selection of poetry linked to fiction. See Overview for details. | <b>Fiction:</b><br>Warning story<br>Defat the monster<br>Meeting tale<br>Quest<br>Losing Tale<br><br><b>Non Fiction:</b><br>Information text<br>Letter<br>Persuasion<br><br><b>Poetry:</b> Selection of poetry linked to fiction. See Overview for details. | <b>Fiction:</b><br>Portal story<br>Defeat the monster<br>Finding tale<br>Tale of fear<br>Warning story<br><br><b>Non Fiction:</b><br>Information Text<br>Instructions<br>Persuasion<br><br><b>Poetry:</b> Selection of poetry linked to fiction See Overview for details. | <b>Fiction:</b><br>Warning story<br>Portal story<br>Defeat the monster<br>Tale of fear<br>Meeting tale<br><br><b>Non Fiction</b><br>Journalistic Writing<br>Explanation<br>Discussion<br><br><b>Poetry:</b> Selection of poetry linked to fiction. See Overview for details. | <b>Fiction:</b><br>Meeting Tale<br>Finding Tale<br>Warning story<br>Defeat the monster<br>Tale of fear<br><br><b>Non Fiction:</b><br>Information text<br>Letter of persuasion<br>Discussion<br><br><b>Poetry:</b> Selection of poetry linked to fiction. See Overview for details. | <b>Fiction:</b><br>Warning story<br>Tale of fear<br>Finding tale<br>Portal story<br><br><b>Non Fiction:</b><br>Auto-biography<br>Explanation<br><br><b>Poetry:</b> Selection of poetry linked to fiction. See Overview for details.<br><br>*Additional units/text type will be covered during the Spring and Summer term. |

## Writing Progression at Spring Lane Primary School

|             | Early Years  | Year 1  | Year 2  | Year 3  | Year 4  | Year 5   | Year 6  |
|-------------|--|---|---|---|---|--|---|
| Handwriting | <p><b>Nursery</b><br/>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; writing m for mummy</p> <p>Write some or all of their name</p> <p>Write some letters accurately</p> <p>Children assigning meaning to their marks</p> <p>Making anti clockwise marks</p> <p>Forming the letters in their name</p> <p><b>Reception</b></p> <p>Form lower-case and capital letters correctly.</p> <p><b>Children at the expected level of development will:</b></p> <p>Write recognisable letters, most of which are correctly formed</p> | <p>Sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Form capital letters.</p> <p>Form digits 0-9.</p> <p>Understand which letters belong to which handwriting 'families' (i.e. Letters that are formed in similar ways) and to practise these.</p> | <p>Form lower-case letters of the correct size relative to one another.</p> <p>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.</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>Use spacing between words that reflects the size of the letters.</p> | <p>Begin to use the diagonal and horizontal strokes that are needed to begin to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>Begin to increase the legibility, consistency and quality of their handwriting</p> | <p>Consistently 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</p> <p>Increase the legibility, consistency and quality of their handwriting</p> | <p>Begin to choose which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>With support, choose the writing implement that is best suited for a task</p> | <p>Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>Independently choose the writing implement that is best suited for a task</p> |

## Writing Progression at Spring Lane Primary School

|             | Early Years   | Year 1   | Year 2   | Year 3   | Year 4   | Year 5   | Year 6  |
|-------------|---|--|--|--|--|--|---|
| Composition | <p><b>Nursery</b><br/>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; writing m for mummy</p> <p>Children assigning meaning to their marks</p> <p>Use longer sentences of four to six words (CL)</p> <p><b>Reception (CL)</b></p> <p>Articulate their ideas and thoughts in well-formed sentences.<br/>Describe events in some detail.</p> <p>Use new vocabulary through the day.</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p><b>Writing</b></p> <p>Writing for different purposes, lists, speech bubbles, labels, signs, within their play</p> | <p>Write sentences by: saying out loud what they are going to write about.</p> <p>Composing a sentence orally before writing it.</p> <p>Sequencing sentences to form short narratives.</p> <p>Re-reading what they have written to check that it makes sense.</p> <p>Discuss what they have written with the teacher or other pupils.</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p> | <p>Develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional).</p> <p>Writing about real events.</p> <p>Writing poetry.</p> <p>Writing for different purposes.</p> <p>Consider what they are going to write before beginning by: planning or saying out loud what they are going to write about.</p> <p>Writing down ideas and/or key words, including new vocabulary.</p> <p>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.</p> <p>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.</p> <p>Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly].</p> | <p>With support discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>Discussing and recording ideas</p> <p>Composing and rehearsing sentences orally (including dialogue), progressively building a varied vocabulary and a range of sentence structures</p> <p>Organising paragraphs around a story part or theme</p> <p>In narratives, beginning to create settings, characters and plot</p> <p>In non-narrative material, begin to use simple organisational devices (headings &amp; subheadings) Assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>With support, proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>With support, proofread for spelling and punctuation errors</p> | <p>Discuss writing similar to that which they are planning to Write in order to understand and learn from its structure, Vocabulary and grammar</p> <p>Discuss and record Ideas</p> <p>Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p> <p>Consistently organising paragraphs around a theme showing a jump in time or place in fiction, and around a theme in non-fiction</p> <p>In narratives, creating settings, characters and plot</p> <p>In non-narrative material, using simple organisational devices</p> <p>Assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> | <p>Begin to identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>In writing narratives, begin to consider how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p>With some support, beginning noting and developing initial ideas, drawing on reading and research where necessary</p> <p>Developing an understanding in selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>In narratives, gaining confidence in describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>Précising longer passages</p> <p>Using a range of devices to build cohesion within and across paragraphs</p> <p>Using further organisational and presentational devices</p> | <p>Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p>Noting and developing initial ideas, drawing on reading and research where necessary</p> <p>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>Confidently précising longer passages</p> <p>Using a wide range of devices to build cohesion within and across paragraphs</p> <p>Using further organisational and presentational devices to structure text and to guide the reader</p> |

## Writing Progression at Spring Lane Primary School

|  |   |  |   |  |   |  |  |
|--|---|--|---|--|---|--|--|
|  | <p>Write short sentences with words with known sound-letter correspondences</p> <p>Re-read what they have written to check that it makes sense.</p> <p>Write a sentence using finger spaces</p> <p>Begin to recognise that a capital letter and full stop are used in a sentence</p> <p><b>Children at the expected level of development will:</b></p> <p>Write simple phrases and sentences that can be ready by others.</p> |  | <p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p> | <p>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.</p> | <p>Proofread for spelling and punctuation errors</p> <p>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.</p> | <p>to structure text and to guide the reader</p> <p>With support, assessing the effectiveness of their own and others' writing</p> <p>Beginning proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>Developing proofreading skills for spelling and punctuation errors</p> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p> | <p>Assessing the effectiveness of their own and others' writing</p> <p>Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>Proofread for spelling and punctuation errors</p> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p> |
|--|---|--|---|--|---|--|--|

## Writing Progression at Spring Lane Primary School

| Writing: Vocabulary, grammar and punctuation | Early Years   | Year 1  | Year 2   | Year 3   | Year 4  | Year 5   | Year 6   |
|--|---|---|--|--|---|--|--|
|  | <p><b>Nursery ( CL)</b><br/>Use a wider range of vocabulary.</p> <p>Develop their pronunciation</p> <p>Use longer sentences of four to six words</p> <p><b>Reception (CL)</b><br/>Articulate their ideas and thoughts in well-formed sentences.<br/>Describe events in some detail.</p> <p>Use new vocabulary through the day.</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p>Begin to connect one idea or action to another using and</p> <p><b>Writing</b><br/>Write short sentences with words with known sound-letter correspondences</p> <p>Re-read what they have written to check that it makes sense.</p> <p>Write a sentence using finger spaces</p> | <p>Leave spaces between words.</p> <p>Joining words and joining clauses using and/but to create compound sentences</p> <p>Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</p> <p>Show an awareness of words used to show the passing of time, e.g. Then, next</p> <p>Using a capital letter for names of people, places, the days of the week, and the personal pronoun I .</p> <p>With support, write noun phrases to describe and specify [for example, the blue butterfly].</p> <p>Begin to show an awareness that we can either use a or an</p> <p>Begin to use technical vocabulary in non-fiction</p> <p>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</p> <p>Suffixes that can be added to verbs where no change</p> | <p>Learn how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular).</p> <p>Learn how to use sentences with different forms: statement, question, exclamation, command.</p> <p>Understand what a verb is</p> <p>The present and past tenses correctly and consistently including the progressive form.</p> <p>Use simple adverbs to give more information, e.g. Quietly</p> <p>Subordination (using when, if, that, or because) and co-ordination (using or)</p> <p>Confidently use noun phrases with precise adjectives</p> <p>Show an awareness that we can either use a or an</p> <p>Use alliteration</p> <p>Confidently use technical language in non-fiction</p> <p>Formation of nouns using suffixes such as – ness, –er and by compounding [for</p> | <p>Use a full range of coordinating conjunctions to build compound sentences</p> <p>Become aware of main clauses and subordinate clauses.</p> <p>Beginning extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>With support, choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Beginning using conjunctions, adverbs and prepositions to express time and cause (and place)</p> <p>Using the present perfect form of verbs in contrast to the past tense</p> <p>Consistently use the correct form of a or an</p> <p>With support, begin to include expanded noun phrases</p> <p>Use ‘like and as’ to form a simile in narrative writing</p> <p>Use a sentence of three for description.</p> | <p>Confidently extend the range of sentences with more than one clause by using a wider range of conjunctions, including as a result, consequently, although</p> <p>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Use similes/metaphors appropriately</p> <p>Using fronted adverbials for time, place and manner</p> <p>Using commas after fronted adverbials</p> <p>Extended noun phrases, including with prepositions</p> <p>Appropriate choice of pronoun or noun to create cohesion</p> <p>Begin to use rhetorical questions</p> <p>Indicating possession by Using the possessive apostrophe with singular and plural nouns</p> <p>Using and punctuating direct speech (including punctuation within and surrounding inverted commas and new line new speaker)</p> | <p>Use sophisticated conjunctions to build cohesion through an argument</p> <p>Use metaphorical language, including personification to give description</p> <p>Precise vocabulary chosen for impact, e.g. Empty words, someone, somewhere</p> <p>Use ed sentence starters</p> <p>Using modal verbs or adverbs to indicate degrees of possibility</p> <p>Using the perfect form of verbs to mark relationships of time and cause</p> <p>Using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</p> <p>Devices to build cohesion, including adverbials of time, place and manner</p> <p>Differences in informal and formal language</p> <p>Punctuating bullet points consistently</p> <p>Using commas to clarify meaning or avoid ambiguity in writing</p> <p>Using a colon to introduce a list</p> | <p>Use conjunctions to build cohesion, either to build upon points or to offer contrasting viewpoint.</p> <p>Appropriately use literary devices to create effects e.g. Alliteration, Onomatopoeia, similes, Metaphors</p> <p>Using expanded noun phrases to convey complicated information concisely</p> <p>Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p> <p>Drop in clauses e.g. Ed Jack, tired from the fight, dragged his...</p> <p>Using passive verbs to affect the presentation of information in a sentence</p> <p>Using the perfect form of verbs to mark relationships of time and cause</p> <p>Using hyphens to avoid ambiguity</p> <p>Using semicolons, colons or dashes to mark boundaries between independent clauses</p> |

## Writing Progression at Spring Lane Primary School

|          |   |   |  |  |  |   |  |
|----------|---|---|--|--|--|---|--|
|          | <p>Begin to recognise that a capital letter and full stop are used in a sentence</p> <p><b>Children at the expected level of development will:</b></p> <p>Write simple phrases and sentences that can be ready by others.</p> | <p>is needed in the spelling of root words (e.g. Helping, helped, helper)</p> <p>How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]</p> <p>Use the grammatical terminology in discussing their writing.</p> | <p>example, whiteboard, superman].</p> <p>Formation of adjectives using suffixes such as –ful, –less.</p> <p>Use of suffixes –er, –est, in adjectives and the use of –ly in Standard English to turn adjectives into adverbs.</p> <p>Use and understand the Grammatical terminology in discussing their writing.</p> | <p>Using and punctuating direct speech (i.e. Inverted commas)</p> <p>Ellipsis to keep the reader hanging on</p> <p><b>Across Year 3 and 4</b></p> <p>Formation of nouns using a range of prefixes.</p> <p>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].</p> <p>Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble].</p> <p>The grammatical difference between plural and possessive –s.</p> <p>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].</p> | <p>Precise verbs to create mood/effect</p> | <p>Using brackets, dashes or commas to indicate parenthesis</p> <p>Confidently use rhetorical questions in a range of text types</p> <p>Stage directions in speech (speech + verb + action)</p> <p><b>Across Year 5 and 6</b></p> <p>Converting nouns or adjectives into verbs using suffixes [for example, –ate, –ise; –ify].</p> <p>Verb prefixes [for example, dis-, de-, mis-, over- and re-].</p> <p>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].</p> <p>How words are related by meaning as synonyms and antonyms [for example, big, large, little].</p> |  |
| Spelling | Nursery   | Spell words containing phonemes taught,   | Spell by:  | Use further prefixes and suffixes and understand how to add them (English Appendix 1).   |  | Use further prefixes and suffixes and understand the guidance for adding them   |  |

## Writing Progression at Spring Lane Primary School

|   |   |  |  |   |   |
|---|---|--|--|---|---|
| <p>(Linked to the RWI phonics and spelling programme)</p> | <p>To begin learning set one sounds and words</p> <p>To begin to hear and say the initial sound in words.</p> <p><b>Reception</b></p> <p>RWI phase 1 – phase 4 (learn to say and begin to learn to spell) • use their phonics knowledge to correctly form letters • spell words by identifying sounds within them and representing them with a letter/letters</p> <p>Skills of segmenting and blending for spelling are developed and opportunities to practise, to learn and write the tricky HFW • use their phonics knowledge to correctly write CVC, CCVC and CVCC by the end of EYFS</p> | <p>common exception words, days of the week).</p> <p>Name letters of alphabet.</p> <p>Add prefixes and suffixes.</p> <p>Write from memory simple dictated sentences.</p> <p>Apply simple spelling rules as outlined below:</p> <ul style="list-style-type: none"> <li>• He sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck</li> <li>• The /ŋ / sound spelt n before k (bank, sunk)</li> <li>• Division of words into syllables</li> <li>• -tch (fetch, hutch)</li> <li>• The /v/ sound at the end of words (have, live)</li> <li>• Adding s and es to words (plural of nouns and the third person singular of verbs)</li> <li>• Adding the endings – ing, -ed and –er to verbs where no change is needed to the root word</li> <li>• Adding –er and –est to adjectives where no change is needed to the root word</li> <li>• Ai, oi (rain, oil)</li> <li>• Ay, oy (day, enjoy)</li> <li>• A-e (made, safe)</li> <li>• E-e (these, complete)</li> <li>• I-e (five, ride)</li> <li>• O-e (home, hope) u-e (June, rude)</li> <li>• Ar (car, garden)</li> <li>• Ee (see, green)</li> <li>• Ea (/i:/) (sea, each)</li> <li>• Ea (/ε/) (bread, instead)</li> </ul> | <p>Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</p> <p>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.</p> <p>Learning to spell common exception words</p> <p>Learning to spell more words with contracted forms.</p> <p>Learning the possessive apostrophe (singular).</p> <p>Write from memory simple sentences dictated by the teacher that include words using the gpcs, common exception words and punctuation taught so far.</p> <p>Distinguishing between homophones and near-homophones.</p> <p>Add suffixes to spell longer words, including –ment, –ness, –ful, –less, -ly</p> <p>Apply spelling rules and guidance, as listed below:</p> <ul style="list-style-type: none"> <li>• The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y.</li> </ul> | <p>Spell further homophones.</p> <p>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].</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary.</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p> <p>Adding suffixes beginning with vowel letters to words of more than one syllable.</p> <p>Apply spelling rules and guidance, as listed below:</p> <ul style="list-style-type: none"> <li>• The /ɪ/ sound spelt y elsewhere than at the end of words</li> <li>• The /ʌ/ sound spelt ou .</li> <li>• More prefixes.</li> <li>• The suffix –ation.</li> <li>• The suffix –ly/</li> <li>• Words with endings sounding like /ʒə/ or /tʃə/.</li> <li>• Endings which sound like /ʒən/.</li> <li>• The suffix –ous.</li> <li>• Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian.</li> <li>• Words with the /k/ sound spelt ch.</li> <li>• Words with the /ʃ/ sound spelt ch.</li> <li>• Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que.</li> <li>• Words with the /s/ sound spelt sc.</li> <li>• Words with the /eɪ/ sound spelt ei, eigh, or ey.</li> <li>• Possessive apostrophe with plural words.</li> <li>• Homophones and near-homophones.</li> <li>• Years 3 and 4 word list.</li> </ul> | <p>Spell some words with silent letters, e.g. Knight, psalm, solemn.</p> <p>Continue to distinguish between homophones and other words which are often confused.</p> <p>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.</p> <p>Use dictionaries to check the spelling and meaning of words.</p> <p>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</p> <p>Use a thesaurus.</p> <p>Apply spelling rules and guidance, as listed below:</p> <ul style="list-style-type: none"> <li>• Endings which sound like /ʃəs/ spelt –cious or –tious.</li> <li>• Endings which sound like /ʃəl/.</li> <li>• Words ending in –ant, –ance/–ancy, –ent, –ence/–ency.</li> <li>• Words ending in –able and –ible.</li> <li>• Words ending in –ably and –ibly.</li> <li>• Adding suffixes beginning with vowel letters to words ending in –fer.</li> <li>• Use of the hyphen.</li> <li>• Words with the /i:/ sound spelt ei after c.</li> <li>• Words containing the letter-string ough.</li> <li>• Words with silent letters.</li> <li>• Homophones.</li> <li>• Years 5 and 6 word list.</li> </ul> |
|---|---|--|--|---|---|

## Writing Progression at Spring Lane Primary School

|  |  |  |   |  |
|--|--|--|---|--|
|  |  | <ul style="list-style-type: none"> <li>• Er (/ɜ:/) (her, person)</li> <li>• Er (/ə/) (better, sister)</li> <li>• Ir (girl, third)</li> <li>• Ur (turn, burst)</li> <li>• Oo (/u:/) (food, soon)</li> <li>• Oo (/ʊ/) (book, good)</li> <li>• Oa (boat, goal)</li> <li>• Oe (toe, goes)</li> <li>• Ou (out, sound)</li> <li>• Ow (/aʊ/) (now, brown)</li> <li>ow (/əʊ/) (own, show)</li> <li>ue (blue, rescue) ew (new, drew)</li> <li>• Ie (/aɪ/) (tie, dried) ie (/i:/) (chief, thief) igh (high, right) or (for, horse) ore (more, shore)</li> <li>• Aw (saw, yawn)</li> <li>• Au (author, dinosaur)</li> <li>• Air (fair, pair)</li> <li>• Ear (dear, year)</li> <li>• Ear (/ɛə/) (bear, pear) are (/ɛə/) (dare, care)</li> <li>Words ending –y (/i:/ or /ɪ/) (happy, funny) New consonant spellings ph and wh (dolphin, where)</li> <li>• Using k for the /k/ sound (kit, skin)</li> <li>• Adding the prefix –un</li> <li>• Compound words</li> <li>• Common exception words</li> </ul> | <ul style="list-style-type: none"> <li>• The /s/ sound spelt c before e, i and y.</li> <li>• The /n/ sound spelt kn and (less often) gn at the beginning of words.</li> <li>• The /r/ sound spelt wr at the beginning of words.</li> <li>• The /l/ or /əl/ sound spelt –le at the end of words.</li> <li>• The /l/ or /əl/ sound spelt –el at the end of words.</li> <li>• The /l/ or /əl/ sound spelt –al at the end of words.</li> <li>• Words ending –il.</li> <li>• The /aɪ/ sound spelt –y at the end of words.</li> <li>• Adding –es to nouns and verbs ending in –y.</li> <li>• Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it.</li> <li>• Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it.</li> <li>• Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter.</li> <li>• The /ɔ:/ sound spelt a before l and ll.</li> <li>• The /ʌ/ sound spelt o.</li> <li>• The /i:/ sound spelt –ey.</li> <li>The /o/ sound spelt a after w and qu.</li> <li>• The /ɜ:/ sound spelt or after w.</li> <li>• The /ɔ:/ sound spelt ar after w.</li> <li>• The /ɜ:/ sound spelt s.</li> <li>• The suffixes –ment, –ness, –ful, –less and –ly.</li> </ul> |  |
|--|--|--|---|--|



## Writing Progression at Spring Lane Primary School

|                     |   |  |  |   |  |  |  |
|---------------------|---|--|--|---|--|--|--|
|                     |   |  | <ul style="list-style-type: none"> <li>• Possessive apostrophe (singular nouns). Words ending in -tion.</li> <li>• Homophones and near-homophones.</li> <li>• Common exception words.</li> </ul> |   |  |  |  |
| Grammar Terminology | Early Years                                       | Year 1   | Year 2   | Year 3  | Year 4   | Year 5   | Year 6   |
|                     | Letter, full stop, capital letter, word, sentence | Singular, plural, punctuation, question mark, exclamation mark, adjective, conjunction, noun, noun phrase, technical vocabulary alliteration, simile | Statement, question, exclamation, command, compound, verb, suffix, adverb tense (past, present), apostrophe, comma,  | Adverb, preposition, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas ellipsis, determiner, coordinating conjunction, subordinating conjunction | Pronoun, possessive pronoun, adverbial, expanded noun phrase, fronted adverbial, sentence length, commas | Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity | Subject, object, active, passive, synonym, antonym, hyphen, colon, semi-colon, bullet points |