

Progression in ENGLISH writing at Sutton CP School

| | Year 1 | Year 2 | Year 3 |
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| Phonic & whole word spelling (refer to the spelling section of the NC Appendix 1) | <ul style="list-style-type: none"> Words containing each of the 40+ phonemes taught Common exception words Days of the week Name the letters of the alphabet in order Use letter names to distinguish between alternative spellings of the same sound | <ul style="list-style-type: none"> Segment spoken words into phonemes and represent these by graphemes, spelling many correctly. Learn new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones. Learn to spell common exception words. Distinguish between homophones and near homophones. | <ul style="list-style-type: none"> Spell further homophones Spell words that are often misspelt. spell at least HALF of the Y3/4 words accurately |
| Other word building spelling | <ul style="list-style-type: none"> use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs use the prefix un– use –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 | <ul style="list-style-type: none"> learn the possessive apostrophe (singular) learn 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 | <ul style="list-style-type: none"> 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 |
| Transcription | <ul style="list-style-type: none"> write from memory simple sentences dictated by the teacher that include words using understanding of graphemes and phonemes and common exception words taught so far. | <ul style="list-style-type: none"> write from memory simple sentences dictated by the teacher that include words using understanding of graphemes and phonemes and common exception words taught so far. | <ul style="list-style-type: none"> write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. |
| Handwriting | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> 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 |
| Contexts for writing | | <ul style="list-style-type: none"> write narratives about personal experiences and those of others (real and fictional) write about real events write poetry write for different purposes | <ul style="list-style-type: none"> discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar |
| Planning writing | <ul style="list-style-type: none"> say out loud what they are going to write about compose a sentence orally before writing it | <ul style="list-style-type: none"> plan or saying out loud what they are going to write about | <ul style="list-style-type: none"> discuss and recording ideas compose and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. |
| Drafting writing | <ul style="list-style-type: none"> sequence sentences to form short narratives re-read what they have written to check that it makes sense | <ul style="list-style-type: none"> write down ideas and/or key words, including new vocabulary encapsulate what they want to say, sentence by sentence | <ul style="list-style-type: none"> organise paragraphs around a theme in narratives, create settings, characters and plot in non-narrative material, use simple organisational devices (headings & subheadings) |
| Editing writing | <ul style="list-style-type: none"> discuss what they have written with the teacher or other pupils | <ul style="list-style-type: none"> evaluate their writing with the teacher and other pupils re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form proofread to check for errors in spelling, grammar and punctuation | <ul style="list-style-type: none"> assess the effectiveness of their own and others’ writing and suggest improvements propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proofread for spelling and punctuation errors |
| Performing writing | <ul style="list-style-type: none"> read their writing aloud clearly enough to be heard by their peers and the teacher | <ul style="list-style-type: none"> read aloud what they have written with appropriate intonation to make the meaning clear | <ul style="list-style-type: none"> 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. |
| Vocabulary | <ul style="list-style-type: none"> leave spaces between words join words and joining clauses using "and" | <ul style="list-style-type: none"> use expanded noun phrases to describe and specify | <ul style="list-style-type: none"> extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition use conjunctions, adverbs and prepositions to express time and cause (and place) |
| Grammar (refer to the Grammar section of the NC Appendix 2) | <ul style="list-style-type: none"> 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 Sequence sentences to form short narratives separate of words with spaces sentence demarcation (. ! ?) capital letters for names and pronoun 'I') | <ul style="list-style-type: none"> 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 coordination (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 | <ul style="list-style-type: none"> 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) |
| Punctuation (refer to the Grammar section of the NC Appendix 2) | <ul style="list-style-type: none"> begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' | <ul style="list-style-type: none"> 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) | <ul style="list-style-type: none"> use and punctuate direct speech (i.e. Inverted commas) |

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| 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') |
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