



## Writing at Breachwood Green School

At Breachwood Green School, we believe that quality English lessons should develop children's love of writing, reading and discussion. We have an English curriculum that provides purposeful opportunities for the children to use their English skills in a number of contexts as well as following the aims of the National Curriculum for English. We believe that this knowledge and skills of English will prepare the children for future learning and a readiness for life.

In Writing, children at Breachwood Green, will leave us having:

- *the ability to write fluently and confidently within a range of fiction and non-fiction genres*
- *the understanding of a wide range of writing techniques and sound understanding of grammar rules*
- *a wide vocabulary verbally and written*
- *the knowledge that purpose and audience are central to effective writing*
- *the ability to write neatly and produce well-presented work*
- *a strong understanding and application of spelling rules*
- *a vivid imagination which makes readers engage with their fiction writing*
- *the skills to explain and elaborate on their understanding and ideas*
- *the ability to apply all writing skills across the curriculum*
- *a **love** of writing*



# Progression in Writing

The table shows when concepts should be introduced first. All concepts in purple should be fully secured by the end of the year as these have been identified as our non-negotiables. It is very important, therefore, that the content in earlier years be **revisited** in subsequent years to consolidate knowledge and build on pupils' understanding. Teachers should also go beyond the content set out here if they feel it is appropriate.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>spell words by <b>identifying sounds</b> in them and <b>representing the sounds with a letter or letters</b>.</li> <li><b>begin to use capital letter for personal pronoun i</b>.</li> </ul>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>spell using <b>phonics knowledge</b> to spell words consistent with their phonic knowledge.</li> <li>spell tricky words related to the phonics phase they are working on.</li> <li><b>Spell regular plural noun suffixes -s or -es</b>, including the effects of these suffixes on the meaning of the noun.</li> <li><b>spell suffixes</b> that can be added to verbs (<b>-ing, -ed, -est</b>) where no change is needed in the spelling of root words.</li> <li>use the <b>prefix -un</b>.</li> </ul>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>apply <b>taught spelling rules</b> independently.</li> <li>add suffixes to spell longer words.</li> <li>use a formation of nouns using <b>suffixes such as -ness, -er</b> and by compounding.</li> <li>use a formation of adjectives using <b>suffixes such as -ful, -less</b></li> <li><b>use the suffixes -er, -est</b> in adjectives and the <b>use of -ly</b> in standard English to turn adjectives into adverbs.</li> <li>identify nouns, verbs and adjectives.</li> <li>use <b>gpcs and common exception words</b> taught so far.</li> <li>distinguish between homophones.</li> </ul>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>use <b>a range of prefixes</b> [for example super-, anti-, auto-].</li> <li>use of the forms <b>'a' or 'an'</b> according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box].</li> <li>understand word families based on common words, showing <b>how words are related in form and meaning</b> [for example, solve, solution, solver, dissolve, insoluble].</li> <li>use <b>dictionaries</b> to check the spelling and meaning of words.</li> <li>distinguish between homophones.</li> </ul>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>understand the grammatical difference between <b>plural and possessive -s</b>.</li> <li><b>use standard English forms for verb inflections</b> instead of local spoken forms [for example, we were instead of we was, or i did instead of i done].</li> <li>use a thesaurus.</li> <li>distinguish between homophones.</li> </ul>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li><b>convert nouns or adjectives into verbs using suffixes</b> [for example, -ate; -ise; -ify].</li> <li>verb prefixes [for example, dis-, de-, mis-, over- and re-].</li> <li>distinguish between homophones.</li> </ul>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>understand the difference between vocabulary typical of <b>informal speech</b> and vocabulary appropriate for <b>formal speech</b> and writing.</li> <li>understand how words are related by meaning as <b>synonyms and antonyms</b>.</li> <li>use <b>dictionaries</b> to check the spelling and meaning of words.</li> <li>use a thesaurus.</li> <li>use further <b>prefixes and suffixes</b>.</li> <li>spell some words with silent letter.</li> <li>distinguish between homophones.</li> </ul>

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sentence	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>form most lower-case and capital letters correctly.</li> <li>with support, write short phrases and sentences with words with known letter-sound correspondences.</li> <li>recognise a capital letter and full stop.</li> </ul>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>understand how words can combine to make <b>sentences</b>.</li> <li>join words and join clauses using <b>and</b>.</li> <li>write from memory simple sentences dictated by the teacher including words using gpcs and common exception words taught so far.</li> <li>compose a sentence orally before writing it.</li> </ul>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>use <b>subordination</b> (using when, if, that, because).</li> <li>use <b>co-ordination</b> (using or, and, but).</li> <li>use nouns, verbs, adjectives.</li> <li>Understand how the grammatical patterns in a sentence indicate its function as a <b>statement, question, exclamation or command</b>.</li> <li>use expanded noun phrases for description and specification.</li> <li>use the present and past tenses correctly and consistently.</li> </ul>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>express time, place and cause using <b>conjunctions, adverbs</b> [for example, then, next, soon, therefore] and <b>prepositions</b> [for example, before, after, during, in, because of].</li> <li>extend the range of sentences with more than one clause, introducing the term 'subordinate clause'.</li> </ul>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>use <b>noun phrases expanded</b> by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair).</li> <li>use <b>fronted adverbials</b>.</li> <li>introduce the term <b>determiner</b>.</li> </ul>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>use <b>relative clauses</b> beginning with who, which, where, when, whose, that, or an omitted relative pronoun.</li> <li>use <b>modal verbs or adverbs</b> to indicate degrees of possibility.</li> </ul>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>use of the <b>passive</b> to affect the presentation of information in a sentence.</li> <li>use <b>informal and formal speech</b> appropriately.</li> <li>use the perfect form of verbs.</li> <li>use expanded noun phrases to convey complicated information.</li> </ul>

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Text	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>re-read what they have written to check that it makes sense with support.</li> <li>write simple phrases and sentences that can be read by others.</li> </ul>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li><b>sequence sentences</b> to form short narratives.</li> <li>re-read what they have written to check that it makes sense independently.</li> <li>use bullet points in a list.</li> </ul>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>use of the <b>progressive form of verbs in the present and past tense</b> to mark actions in progress.</li> </ul>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>begin to use <b>paragraphs as a way to group related material</b>.</li> <li><b>Use headings and sub-headings</b> to aid presentation.</li> <li>use the <b>present perfect form of verbs</b> instead of the simple past.</li> </ul>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>use <b>paragraphs</b> to organise ideas around a theme.</li> <li>use <b>appropriate pronoun or noun</b> within and across sentences to aid cohesion and avoid repetition.</li> </ul>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li><b>use devices to build cohesion</b> within a paragraph [for example, then, after that, this, firstly].</li> <li>link ideas across paragraphs using <b>adverbials</b> of time [for example, later], place [for example, nearby] and number [for example, secondly] or <b>tense choices</b> [for example, he had seen her before].</li> </ul>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>link ideas across paragraphs using a <b>wider range of cohesive devices</b>: 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.</li> <li><b>Use layout devices</b> [for example, headings, sub-headings, columns, bullets, or tables, to structure text].</li> </ul>

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Punctuation	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>write short phrases and sentences with words with known letter-sound correspondences using a capital letter and full stop when prompted.</li> <li>recognise question marks and exclamation marks.</li> </ul>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>separate words with <b>spaces</b> (finger spaces).</li> <li>use <b>capital letters</b> and <b>full stops</b>.</li> <li>begin to use <b>question marks</b> and <b>exclamation marks</b>.</li> <li>use <b>capital letters</b> for <b>names, places months and days of the week</b>.</li> <li>use a <b>capital letter</b> for <b>personal pronoun i</b>.</li> </ul>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>use <b>capital letters, full stops, question marks and exclamation marks</b> to demarcate sentences.</li> <li><b>commas</b> to separate items in a <b>list</b>.</li> <li><b>begin to use apostrophes</b> to mark where <b>letters are missing</b> in spelling and to mark <b>singular possession</b> in nouns.</li> </ul>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>begin to use <b>inverted commas</b> to punctuate direct speech.</li> <li><b>consistently use apostrophes</b> to mark where <b>letters are missing</b> in spelling and to mark <b>singular possession</b> in nouns.</li> </ul>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>use <b>inverted commas</b> and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: the conductor shouted, "sit down!"].</li> <li>use <b>apostrophes</b> to mark <b>plural possession</b> [for example, the girl's name, the girls' names].</li> <li>use <b>commas after fronted adverbials</b>.</li> </ul>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>use <b>brackets, dashes or commas</b> to indicate <b>parenthesis</b>.</li> <li>use <b>commas</b> to clarify meaning or avoid ambiguity.</li> </ul>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>use <b>semi-colon, colon and dash</b> to mark the boundary between independent clauses.</li> <li>use a <b>colon</b> to introduce a list and use of <b>semi-colons</b> within lists.</li> <li>use punctuation of <b>bullet points</b> to list information.</li> <li>understand how <b>hyphens</b> can be used to avoid ambiguity.</li> </ul>

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<b>Handwriting</b>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>form most lower-case and capital letters correctly.</li> <li>write recognisable letters most of which are correctly formed in the right direction.</li> <li>with guidance, hold a pencil effectively using the tripod grip in almost all cases.</li> </ul>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>hold a pencil effectively and in most cases using the tripod grip.</li> <li>form lower-case letters in the correct direction, starting and finishing in the right place.</li> <li>form capital letters.</li> <li>understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</li> <li>use spacing between words and most words to sit on the line.</li> <li>distinguish between ascenders and descenders.</li> </ul>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>form lower-case letters, capital letters and digits of the correct size relative to one another.</li> <li>begin to use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.</li> <li>use spacing between words that reflects the size of the letters.</li> <li>all writing to sit on the line correctly.</li> <li>to correctly form ascenders and descenders.</li> </ul>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.</li> <li>increase the legibility, consistency.</li> </ul>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.</li> <li>increase the legibility, consistency and quality of their handwriting.</li> </ul>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>write legibly, fluently and with increasing speed.</li> <li>choose which shape of a letter to use when given choices and deciding whether or not to join specific letters.</li> <li>choose the writing implement that is best suited for a task.</li> </ul>	<p>Pupils can:</p> <ul style="list-style-type: none"> <li>write legibly, fluently and with increasing speed.</li> <li>choose which shape of a letter to use when given choices and deciding whether or not to join specific letters.</li> <li>choose the writing implement that is best suited for a task.</li> </ul>

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<b>Terminology</b>	<i>phoneme</i>	<i>letter</i>	<i>noun</i>	<i>preposition</i>	<i>determiner</i>	<i>modal verb</i>	<i>subject</i>
	<i>grapheme</i>	<i>capital letter</i>	<i>noun phrase</i>	<i>conjunction</i>	<i>pronoun</i>	<i>relative</i>	<i>object</i>
	<i>capital letter</i>	<i>word</i>	<i>adjective</i>	<i>word family</i>	<i>possessive</i>	<i>pronoun</i>	<i>active</i>
	<i>full stop</i>	<i>singular</i>	<i>adverb</i>	<i>prefix</i>	<i>pronoun</i>	<i>relative</i>	<i>passive</i>
	<i>word</i>	<i>plural</i>	<i>verb</i>	<i>clause</i>	<i>adverbial</i>	<i>clause</i>	<i>synonym</i>
	<i>letter</i>	<i>sentence</i>	<i>statement</i>	<i>subordinate</i>	<i>fronted</i>	<i>parenthesis</i>	<i>antonym</i>
	<i>sentence</i>	<i>punctuation</i>	<i>question</i>	<i>clause direct</i>	<i>adverbial</i>	<i>bracket</i>	<i>ellipsis</i>
	<i>blending</i>	<i>full stop</i>	<i>exclamation</i>	<i>speech</i>	<i>subordination</i>	<i>dash</i>	<i>hyphen</i>
	<i>segment</i>	<i>question</i>	<i>command</i>	<i>consonant</i>	<i>coordination</i>	<i>cohesion</i>	<i>colon</i>
	<i>diagraph</i>	<i>mark</i>	<i>compound</i>	<i>vowel</i>		<i>ambiguity</i>	<i>semi-colon</i>
	<i>trigraph</i>	<i>exclamation</i>	<i>suffix</i>	<i>inverted</i>			<i>bullet points</i>
	<i>finger space</i>	<i>mark</i>	<i>past tense</i>	<i>commas</i>			
			<i>present tense</i>	<i>(speech marks)</i>			
		<i>apostrophe</i>	<i>present</i>				
		<i>comma</i>	<i>perfect</i>				
			<i>paragraph</i>				