

Writing progression at Probus Primary

	Year 1 and 2		Year 3 and 4		Years 5 and 6	
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' (i.e. letters that are formed in similar ways) and to practice these.. 	<ul style="list-style-type: none"> • Form lowercase 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 	<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 [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are 	<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 [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.

		<p>to lower case letters.</p> <ul style="list-style-type: none">• Use spacing between words that reflects the size of the letters.	<p>spaced sufficiently so that the ascenders and descenders of letters do not touch].</p>	<p>lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p>		
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<p>Transcription</p>	<ul style="list-style-type: none"> • Spell words containing each of the 40+ phonemes already taught. • Spell common exception words • Spell the days of the week. • Naming the letters of the alphabet in order. • Using letter names to distinguish between alternative spellings of the same sound. • Add suffixes using the spelling rule for adding -s or -es as the plural marker for 	<ul style="list-style-type: none"> • Segmenting spoken words into phonemes 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 more words with contracted 	<ul style="list-style-type: none"> • 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 • Use the first two or three letters of a word to check its spelling in a 	<ul style="list-style-type: none"> • 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]. 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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
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	<ul style="list-style-type: none">• nouns and the third person singular marker for verbs.• Add prefixes using the prefix un-.	forms.	dictionary.		Appendix 1. <ul style="list-style-type: none">• Use dictionaries to check the spelling and meaning of words.	listed in English Appendix 1.
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<p>Transcription Continued</p>	<ul style="list-style-type: none"> • Add suffixes 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 year 1 spelling rules and guidance. • Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. 	<ul style="list-style-type: none"> • Learning the possessive apostrophe (singular) • Distinguishing between homophones and near-homophones. • Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly. • Apply year 2 spelling rules and guidance. • Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation 	<ul style="list-style-type: none"> • Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. • Use a thesaurus. 	<ul style="list-style-type: none"> • 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.
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<p>Composition</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Writing narratives about personal experiences and those of others (real and fictional). • Writing about real events. • Writing poetry. • Writing for different purposes. • 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. 	<ul style="list-style-type: none"> • 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. • Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English 	<ul style="list-style-type: none"> • 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. • Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English 	<ul style="list-style-type: none"> • 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. • Considering how authors have developed characters and settings in what pupils have read, listened to or seen performed in narratives. • Precising longer 	<ul style="list-style-type: none"> • 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. • Considering how authors have developed characters and settings in what pupils have read, listened to or seen performed in narratives.
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	<p>their peers and the teacher.</p>		<p>Appendix 2).</p> <ul style="list-style-type: none"> • Organising paragraphs around a theme. • Creating settings, characters and plot in narratives. 	<p>Appendix 2).</p> <ul style="list-style-type: none"> • Organising paragraphs around a theme. • Creating settings, characters and plot in narratives. 	<p>passages.</p> <ul style="list-style-type: none"> • Using a wide range of devices to build cohesion within and across paragraphs. • Proof-read for spelling and punctuation errors. 	<ul style="list-style-type: none"> • Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
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Composition
Continued

- Evaluating their writing with the teacher and other pupils.
- Re-reading to check that their writing makes sense and that verb 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
- Read aloud what they have written with appropriate intonation to make the

- Using simple organisational devices in non- narrative material [for example, headings and sub-headings].
- 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

- Using simple organisational devices in non-narrative material [for example, headings and sub-headings].
- 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.

Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].

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

- describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action in narratives.
- Precising 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,

meaning clear.

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

- 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.

agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.

underlining].

- Assessing the effectiveness of their own and others' writing.

Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify 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.

						<ul style="list-style-type: none">• Perform their own compositions, using appropriate intonation, meaning, volume, and movement so that meaning is clear
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