



Hutton Rudby Primary School

Writing Progression Statements

English Intent Statement:

At Hutton Rudby Primary School we keep the CHILD at the heart of everything we do, as we provide an education which will enable them to be lifelong learners.

We will “prepare our children for life in the big wide world” by giving them the knowledge and skills to:

- be thoughtful and effective listeners who immerse themselves in the opportunities to learn all around them and who are respectful to the views and opinions of others.
- be confident when speaking with their peers and with adults in a wide range of contexts.
- be able to share ideas and opinions, to debate, question and discuss.
- read easily, fluently and with good understanding
- develop a love of reading, both for information and enjoyment
- develop a wide and varied vocabulary
- appreciate our rich and varied literary heritage
- be able to write confidently for different purposes and audiences
- enable them to be well-equipped for the next stage of their education.

Hutton Rudby Primary School Writing Progression Statements

EYFS

Handwriting		<p>Children should be taught to:</p> <ul style="list-style-type: none"> • Use a range of writing tools and materials appropriately (e.g. pencils, crayons, paper) • Make marks on paper or other surfaces with increasing control and intentionality. • Begins to form recognisable letters, usually from their own name
Spelling		<ul style="list-style-type: none"> • Uses some initial sounds and letters when writing words
Vocabulary, Grammar and Punctuation	Word	<ul style="list-style-type: none"> • Uses letters or letter-like shapes to convey meaning
	Sentence	<ul style="list-style-type: none"> • Attempts to write simple words and short phrases
	Text	<ul style="list-style-type: none"> • Writes or draws pictures to tell a story or share an experience
	Punctuation	<ul style="list-style-type: none"> • Shows some awareness of sentence structure, e.g. starting with a capital letter and ending with a full stop • Begins to use capital letters and full stops in their writing
	Terminology	<ul style="list-style-type: none"> • Begin to understand the following terminology: letter, capital letter, word, sentence, punctuation, full stop, question mark, exclamation mark.
Composition		<p>Write phrases/sentences by:</p> <ul style="list-style-type: none"> • saying out loud what they are going to write about • composing a sentence orally before writing it <p>Check, discuss and perform by:</p> <ul style="list-style-type: none"> • talks about their own writing and that of others and responds to feedback given. • Shows a growing awareness of audience and purpose in their writing

Genres to be taught in this year group:

- Lists
- Letters
- Cards
- Signs
- Labels
- Captions

Hutton Rudby Primary School Writing Progression Statements

Year 1

Handwriting		<p>Children should be taught to:</p> <ul style="list-style-type: none"> • sit correctly at table, holding pencil comfortably and correctly • 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’ (ie letters that are formed in similar ways) and practise these
Spelling		<ul style="list-style-type: none"> • spell words containing each of the 40+ phonemes already taught • spell common exception words • spell days of the week • name the letters of the alphabet in order • name the letters of the alphabet using letter names to distinguish between alternative spellings of the same sound • add suffixes using the spelling rule for adding -s or -es as a plural marker in nouns and third person singular marker in verbs • Use the prefix un- • use the suffixes -ing, -ed, -er and -est where no change is needed to the spelling of the root words (for example helping, helped, helper, eating, quicker quickest) • apply simple spelling rules and guidance as listed in National Curriculum English Appendix 1 • write from memory simple sentences dictated by the teacher that included words using the GPCs and common exception words taught so far
Vocabulary, Grammar and Punctuation	Word	<ul style="list-style-type: none"> • understand regular plural noun suffixes -s or -es including the effects of these suffixes on the meaning of the noun • understand how the prefix -un changes the meaning of verbs and adjectives (negation or undoing)
	Sentence	<ul style="list-style-type: none"> • understand how words can combine to make sentences • join words and clauses using ‘and’
	Text	<ul style="list-style-type: none"> • sequence sentences to form short narratives
	Punctuation	<ul style="list-style-type: none"> • separate words with spaces • use capital letters and full stops to demarcate sentences in some of their writing • begin to punctuate work using question marks and exclamation marks • use a capital letter for the names of people, places, the days of the week and the personal pronoun ‘I’
	Terminology	<ul style="list-style-type: none"> • understand the following terminology: letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark, adjective
Composition		<p><i>Write sentences by:</i></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 (real or fictional) <p><i>Check, discuss and perform by:</i></p> <ul style="list-style-type: none"> • re-reading what they have written to check that it makes sense • discussing what they have written with the teacher or other pupils <p style="text-align: center;">reading aloud their writing clearly enough to be heard by their peers and the teacher</p>

Genres to be taught in this year group:

- Labels and Captions
- Character Description
- Setting Description
- Retelling familiar stories
- Recounts of personal experiences.
- Poetry – nursery rhymes, acrostic poems, rhyming couplets.

Hutton Rudby Primary School Writing Progression Statements

Year 2

Handwriting		<p>Children should be taught to:</p> <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 capitals 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
Spelling		<ul style="list-style-type: none"> spell by segmenting words into phonemes and representing these by graphemes, spelling many correctly spell by 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 spell common exception words spell more words with contracted forms spell by learning to use the possessive apostrophe (singular) spell by distinguishing between homophones and near homophones add suffixes to spell longer words, e.g. -ment -ness -ful -less -ly apply spelling rules and guidance as listed in National Curriculum English Appendix 1 write from memory simple sentences dictated by the teacher that include words using the GPC's, common exception words and punctuation taught so far
Vocabulary, Grammar and Punctuation	Word	<ul style="list-style-type: none"> form nouns using suffixes such as -ness -er and by compounding for adjectives using suffixes such as -ful -less use suffixes -er -est in adjectives and use -ly to turn adjectives into adverbs
	Sentence	<ul style="list-style-type: none"> use co-ordination (using or, and, but) and some subordination (using when, if, that, because) to join clauses use expanded noun phrases for description and specification understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command
	Text	<ul style="list-style-type: none"> use present and past tense mostly correctly and consistently use the progressive form of verbs in the present and past tense to mark actions in progress
	Punctuation	<ul style="list-style-type: none"> use capital letters and full stops to demarcate sentences in their writing and use question marks correctly when required use question marks and exclamation marks appropriately use commas to separate items in a list use apostrophes to mark where letters are missing in spelling and to mark singular possessions in nouns
	Terminology	<ul style="list-style-type: none"> understand the following terminology: noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tense (past and present), apostrophe, comma
Composition		<p><i>Develop positive attitudes towards and stamina for writing by:</i></p> <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 <p><i>Consider what they are going to write before beginning by:</i></p> <ul style="list-style-type: none"> 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 <p><i>Make simple additions, revisions and corrections to their own writing and perform by:</i></p> <ul style="list-style-type: none"> evaluating their writing with the teacher or other pupils re-reading to check their writing makes sense and that verbs 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 e.g. ends of sentences punctuated correctly) reading aloud their writing with appropriate intonation to make the meaning clear

Genres to be taught in this year group:

- Narrative - Character Descriptions, Setting Descriptions, Retellings of classic stories / traditional tales
- Recounts of personal experiences.
- Instructions
- Fact File / Posters (Non-Chronological Report)
- Poetry – riddles, shape poems, calligrams, kennings, sensory poems

Hutton Rudby Primary School Writing Progression Statements

Year 3

Handwriting		<p>Children should be taught to:</p> <ul style="list-style-type: none"> increasingly use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined increase the legibility, consistency and quality of handwriting for example by ensuring that down strokes of letters are parallel and equidistant: that lines of writing are spaces sufficiently so that the ascenders and descenders of letters do not touch
Spelling		<ul style="list-style-type: none"> use the prefixes un-, dis-, mis-, re-, pre- add suffixes beginning with vowel letters to words of more than one syllable e.g. forgetting, preferred, gardening, limited use the suffix -ly spell words with endings sounding like 'zh' and 'ch' e.g. treasure, measure, picture, nature spell words with endings which sound like 'zhun' e.g. division, decision spell homophones such as brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, mail/male, main/mane, meet/meat, peace/piece, plain/plane spell words that are often misspelt with reference to English Appendix 1 spell words containing the 'i' sound spelt 'y' elsewhere than at the end of words e.g. myth, gym spell words containing the 'u' sound spelt 'ou' e.g. young, touch, double spell words with the 'k' sound spelt 'ch' e.g. scheme, school, echo spell words with the 'sh' sound spelt 'ch' e.g. chef, machine spell words with the 'ay' sound spelt 'ei', 'eigh' or 'ey' e.g. eight, they Use the first two or three letters of a word to check its spelling in a dictionary
Vocabulary, Grammar and Punctuation	Word	<ul style="list-style-type: none"> form nouns using a range of prefixes e.g. super- anti- auto- use the forms a or an according to whether the next word begins with a consonant or a vowel identify word families based on common root words showing how words are related in form and meaning
	Sentence	<ul style="list-style-type: none"> express time, place and cause using coordinating and subordinating conjunctions, adverbs or prepositions
	Text	<ul style="list-style-type: none"> begin to use paragraphs as a way to group related materials use headings and subheadings to aid presentation use the present perfect for of verbs instead of the simple past
	Punctuation	<ul style="list-style-type: none"> begin to use inverted commas to punctuate direct speech
	Terminology	<ul style="list-style-type: none"> understand the following terminology: adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas
Composition		<p><i>Plan writing by:</i></p> <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 discussing and recording ideas within a given structure <p><i>Draft and write by:</i></p> <ul style="list-style-type: none"> composing and rehearsing sentences orally, building a varied and rich vocabulary and using sentence structures from English Appendix 2 (see English Appendix 2) organising writing into paragraphs as a way of grouping related material in narratives, creating settings, characters and plot in non-narrative material using headings and subheadings to organise texts <p><i>Evaluate, edit and improve and perform by:</i></p> <ul style="list-style-type: none"> assessing the effectiveness of their own writing proposing changes to grammar and vocabulary linked to the use of a/an, conjunctions, adverbs and prepositions proof-read for spelling and punctuation errors including capital letters and full stops, question marks, exclamation marks, commas for lists and apostrophes mostly correctly read aloud their writing, to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

Genres to be taught in this year group:

- Narrative – Setting Description, Character Description, Story Writing (fables / alternative endings to stories)
- Newspaper Report
- Biography
- Persuasive Writing
- Explanation Text
- Instructions
- Non-Chronological Report
- Poetry – poems with figurative language (similes, metaphors), haikus

Hutton Rudby Primary School Writing Progression Statements

Year 4

Handwriting		<p>Children should be taught to:</p> <ul style="list-style-type: none"> use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined increase the legibility, consistency and quality of handwriting for example by ensuring that down strokes of letters are parallel and equidistant: that lines of writing are spaces sufficiently so that the ascenders and descenders of letters do not touch
Spelling		<ul style="list-style-type: none"> use the prefixes in-, im-, il-, ir-, sub-, inter-, super-, anti-, auto- understand and add the suffixes -ation, -ous add endings which sound like 'shun' spelt -tion, -sion, -ssion, -cian e.g. invention, tension, discussion, magician spell words ending with the 'g' sound spelt 'gue' and the 'k' sound spelt -que e.g. rogue, tongue, antique, unique spell homophones such as accept/except, affect/effect, ball/bawl, berry/bury, knot/not, medal/meddle, missed/mist, rain/rein/reign, scene/seen, weather/whether, whose/who's spell more complex words that are often misspelt with reference to English Appendix 1 spell words with the 's' sound spelt 'sc' e.g. science, scene place the possessive apostrophe accurately in words with regular plurals e.g. girls', boys' and in words with irregular plurals e.g. children's use the first three or four letters of a word to check its spelling in a dictionary
Vocabulary, Grammar and Punctuation	Word	<ul style="list-style-type: none"> understand the grammatical difference between plural and possessive -s use standard English forms for verb inflections instead of local spoken forms
	Sentence	<ul style="list-style-type: none"> use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases use fronted adverbials
	Text	<ul style="list-style-type: none"> use paragraphs to organise ideas around a theme make the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
	Punctuation	<ul style="list-style-type: none"> use inverted commas and other punctuation to indicate direct speech use apostrophes to mark single and plural possession use commas after fronted adverbials
	Terminology	<ul style="list-style-type: none"> understand the following terminology: determiner pronoun, possessive pronoun, adverbial
Composition		<p><i>Plan writing by:</i></p> <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 <p><i>Draft and write by:</i></p> <ul style="list-style-type: none"> composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and increasing range of sentence structures (see English Appendix 2) organising paragraphs around a theme in narratives, creating settings, characters and plot with consideration for the audience and purpose in non-narrative material using simple organisational devices (e.g. headings and subheadings) <p><i>Evaluate, edit and improve and perform by:</i></p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing and suggest improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, expanded noun phrases and fronted adverbials proof-read for spelling and punctuation errors including the use of the apostrophe for possession, speech punctuation and use of the comma for fronted adverbials confidently read aloud their writing, to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

Genres to be taught in this year group:

- Narrative – Setting Description, Character Description, Story Writing (alternative endings to stories / myths / legends)
- Newspaper Report
- Biography
- Persuasive Writing
- Explanation Text
- Instructions
- Non-Chronological Report
- Poetry – poems with figurative language (similes, metaphors, personification), narrative poems

Hutton Rudby Primary School Writing Progression Statements

Year 5

Handwriting		<p>Children should be taught to:</p> <ul style="list-style-type: none"> write increasingly legibly, fluently and with increasing speed by choosing which shape of letter to use when given choices and deciding whether or not to join specific letters
Spelling		<ul style="list-style-type: none"> spell word endings which sound like 'shus' spelt -cious or -tious e.g. vicious, delicious, ambitious, cautious spell word endings which sound like 'shil' spelt -cial or -tial e.g. official, partial spell words ending in -ant, -ance/-ancy, -ent, -ence/-ency e.g. tolerant/tolerance, transparent/transparency spell words ending in -able and -ible, and also -ably and -ibly e.g. adorable, possible, adorably, possibly spell words containing the letter-string 'ough' e.g. bought, rough, through, bough spell some words with 'silent' letters e.g. knight, psalm, solemn spell some of the year 5 and 6 words correctly (English Appendix 1) use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as with the word list in English Appendix 1 use the first three or four letters of a word to check spelling, meaning, or both of these in a dictionary use a thesaurus
Vocabulary, Grammar and Punctuation	Word	<ul style="list-style-type: none"> convert nouns or adjectives into verbs using suffixes e.g. -ate -ise -ify understand verb prefixes e.g. dis- de- mis- over- and re-
	Sentence	<ul style="list-style-type: none"> use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun indicate degrees of possibility using adverbs or modal verbs
	Text	<ul style="list-style-type: none"> use devices to build cohesion within a paragraph e.g. then, after that, firstly link ideas across paragraphs using adverbials of time, places and number or tense choices
	Punctuation	<ul style="list-style-type: none"> use brackets, dashes or commas to indicate parenthesis use commas to clarify meaning and to avoid ambiguity
	Terminology	<ul style="list-style-type: none"> understand the following terminology: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity
Composition		<p><i>Plan writing by:</i></p> <ul style="list-style-type: none"> identifying audience and purpose, selecting appropriate form (e.g. the use of the first person in a diary or the use of direct address in instructions and persuasive writing) and using other similar writing as a model for their own noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what the class have read, listened to or seen performed <p><i>Draft and write by:</i></p> <ul style="list-style-type: none"> writing effectively for a range of purposes and audiences selecting the appropriate form and drawing independently on what they or the class have read as models for their own writing selecting appropriate grammar and vocabulary, including that within English Appendix 2 (see English Appendix 2) in narratives, describing settings, characters and atmosphere integrating dialogue in narrative writing to convey character precising longer paragraphs using devices to build cohesion within and across sentences and paragraphs e.g. then, after that, this, firstly linking ideas across paragraphs using adverbials of time, place and number or through tense choices using further organisational and presentational devices to structure text and guide the reader (e.g. headings, subheadings, bullet points, underlining) using different verb forms mostly accurately with consideration for audience and purpose

Hutton Rudby Primary School Writing Progression Statements

Evaluate, edit and improve and inform by:

- assessing the effectiveness of their own and others' writing
- proposing changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning (see English Appendix 2)
- ensuring the mostly 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
- proof-read for spelling errors especially those linked to Year 5 spelling expectations
- proof-read for punctuation errors including the use of brackets, dashes or commas to indicate parenthesis and use commas to clarify meaning or avoid ambiguity
- performing their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

Genres to be taught in this year group:

- Description, Character Description, Story Writing (alternative endings to stories / imaginary settings / adventure)
- Newspaper Report
- Biography / Autobiography
- Persuasive Writing
- Explanation Text
- Instructions
- Non-Chronological Report
- Poetry – sonnets, free verse.
- Discursive arguments
- Play scripts

Hutton Rudby Primary School Writing Progression Statements

Year 6

Handwriting	<p>Children should be taught to</p> <ul style="list-style-type: none"> write legibly, fluently and with increasing speed by choosing which shape of letter to use when given choices and deciding whether or not to join specific letters write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for the task 	
Spelling	<ul style="list-style-type: none"> add suffixes beginning with vowel letters to words ending in -fer e.g. referring, preferred, referee, preference use prefixes involving the use of a hyphen e.g. co-ordinate, re-enter distinguish between homophones and other words which are often confused with reference to English Appendix 1 use dictionaries to check the spelling and meaning of words spell most of the year 5 and 6 words correctly (English Appendix 1) use a dictionary to check the spelling of uncommon or more ambitious vocabulary use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as with the word list in English Appendix 1 use a thesaurus with confidence 	
Vocabulary, Grammar and Punctuation	Word	<ul style="list-style-type: none"> understand and use effectively vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing understand how words are related by meaning as synonyms and antonyms
	Sentence	<ul style="list-style-type: none"> use the passive to affect the presentation of information in a sentence understand the differences between structures typical of informal speech and structures appropriate for formal speech and writing or the use of subjunctive forms in some very formal writing and speech
	Text	<ul style="list-style-type: none"> exercise an assured and conscious control over levels of formality particularly through manipulating grammar and vocabulary to achieve this link ideas within and across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections e.g., the use of adverbials and ellipsis use layout devices e.g. headings, subheadings, columns, bullets or tables to structure text
	Punctuation	<ul style="list-style-type: none"> use the semi colon, colon and dash e.g. when writing lists or as the boundary between independent clauses use the colon to introduce a list and semi colons within lists use bullet points to list information understand how hyphens can be used to avoid ambiguity
	Terminology	<ul style="list-style-type: none"> understand the following terminology: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi colon, bullet points
Composition	<p><i>Plan writing by:</i></p> <ul style="list-style-type: none"> identifying audience and purpose, selecting appropriate form (e.g. the use of the first person in a diary or the use of direct address in instructions and persuasive writing) and using other similar writing as a model for their own noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what they have read, listened to or seen performed <p><i>Draft and write by:</i></p> <ul style="list-style-type: none"> writing effectively for a range of purposes and audiences selecting the appropriate form and drawing independently on what they have read as models for their own writing selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning (see English Appendix 2) in narratives, describing settings, characters and atmosphere integrating dialogue in narrative writing to convey character and advance the action accurately precisising longer paragraphs linking ideas across paragraphs using a wider range of cohesive devices; repetition of a word or phrase, grammatical connections and ellipsis 	

Hutton Rudby Primary School Writing Progression Statements

- use further organisational and presentational devices to structure text and guide the reader (e.g. headings, subheadings, columns, bullet points, underlining)

Evaluate, edit and improve and perform by:

- assessing the effectiveness of their own and others' writing with reasoning
- proposing reasoned changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning (see English Appendix 2)
- 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 errors especially those linked to Year 6 spelling expectations
- proof-read for punctuation errors including the use of semi colons, colons, dashes, hyphens and punctuation of bullet points in lists
- performing their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

Genres to be taught in this year group:

- Narrative – Setting Description, Character Description, Story Writing (alternative endings to stories / imaginary settings / adventure / mystery stories)
- Newspaper Report
- Biography / Autobiography
- Persuasive Writing
- Explanation Text
- Instructions
- Non-Chronological Report
- Poetry – sonnets, odes, ballads, villanelle poems
- Discursive arguments
- Play scripts