Widmer End Community Combined School and Pre-School
WRITING objectives progression (ELG/NC)

Ongoing ELG/NC objectives	EYFS	Year 1	Year 2	Year 3&4	Year 5&6
Composition	Invent, adapt and recount narratives and stories with peers and their teacher Write recognisable letters, most of which are correctly formed. Write simple phrases and sentences that can be read by others.	write sentences by: -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 their peers and the teacher	**Planning** - Plan or say aloud what they are going to write - Write down ideas/key words including new vocabulary **Drafting** - Encapsulate what they want to say sentence by sentence - Write narratives about personal experiences and those of others **Evaluating and Editing** - Evaluate their writing with the teacher and other pupils - Re-read to check that their writing makes sentence and that verbs to indicate time are used correctly and consistently - Proof-read to check for errors in spelling, grammar and punctuation	**Planning** - Discuss writing that is similar to the writing they are planning in order to understand and learn from the structure, vocabulary and grammar **Drafting** - Compose and rehearse sentences orally (including dialogue) progressively building a varied and rich vocabulary and range of sentence structures - Organise paragraphs around a them - Create settings, characters and plots **Evaluating and Editing** - Assess the effectiveness of their own and other's writing suggesting improvements - Propose changes to grammar and vocabulary to	**Planning** - Identify the audience and purpose of the writing and select the appropriate form - Note and develop initial ideas, drawing on reading and research, where necessary **Drafting** - Select the appropriate grammar and vocabulary, understanding how choices can change and enhance meaning - Precis longer passages - Use a range of devise to build cohesion within and between paragraphs - Consider how authors have developed characters and settings in what pupils have read, listened to or seen performed **Evaluating and Editing** - Assess the effectiveness of their own and others' writing

			Read aloud what they have written so that the meaning is clear	improve consistency, including the accurate use of pronouns - Proof-read for spelling and 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**	- Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - Ensure that consistent and correct use of tense throughout a piece of writing - Ensure correct subject and very agreement when using singular and plural - Proof-read for spelling and punctuation errors **Perform their own compositions, using appropriate intonation, volume and movement so that the meaning is clear**
Handw riting	Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases	-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 practise these.	Correctly form all lower-case letter correctly Formation of capitals and digits 0-9 using the correct size and orientation Use consistent spacing between words Begin to use diagonal and horizontal strokes to join letters	Horizontal and diagonal strokes needed to join letters Increase consistency, legibility and quality of handwriting	Writing legibly, fluently and with increased speed Choosing writing style for the task
Spelling	Spell words by identifying sounds in them and representing the sounds with a letter or letters.	Pupils should be taught to: spell: -words containing each of the 40+ phonemes already taught -common exception words -the days of the week	Spell by: -segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly -learning new ways of spelling phonemes for	Use further prefixes and suffixes and understand how to add them (English Appendix 1) Spell further homophones	Use further prefixes and suffixes and understand the guidance for adding them Spell some words with 'silent' letters

| | | name the letters of the alphabet:
- naming the letters of the alphabet in order
-using letter names to distinguish between alternative spellings of the same sound

add prefixes and suffixes:
-using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
-using the prefix un–
-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 spelling rules and guidance, as listed in English Appendix 1
-write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. | which 1 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 forms
-learning the possessive apostrophe (singular)
-distinguishing between homophones and near-homophones
Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly
Apply spelling rules and guidelines, as listed in English Appendix 1
Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. | Spell words that are often misspelt (English Appendix 1)

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

Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. | 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 Appendix 1

Use dictionaries to check the spelling and meaning of words

Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary

Use a thesaurus |

Grammar and punctuation objectives progression Y1-6:

Word Structure	Sentence Structure	Text Structure	Punctuation	Terminology for Pupils
Regular **plural noun suffixes** –s or –es (e.g. dog, dogs; wish, wishes)	How words can combine to make **sentences**	Sequencing **sentences** to form short narratives	Separation of **words** with spaces	word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark
Suffixes that can be added to **verbs** (e.g. helping, helped, helper)	How and can join **words** and join **sentences**	The consistent use of **present tense** versus **past tense** throughout texts	Introduction to the use of capital letters, full stops, question marks and exclamation marks to demarcate sentences	verb, tense (past, present), adjective, noun, suffix, apostrophe, comma
How the **prefix** un– changes the meaning of **verbs** and **adjectives** (negation, e.g. unkind, or undoing, e.g. untie the boat)	**Subordination** (using when, if, that, or because) and **co-ordination** (using or, and, or but)	Use of the **continuous** form of **verbs** in the **present** and **past tense** to mark actions in progress (e.g. she is drumming, he was shouting)	Capital letters for names and for the personal **pronoun** I	word family, conjunction, adverb, preposition, direct speech, inverted commas (or 'speech marks'), prefix, consonant, vowel, clause, subordinate clause
Formation of **nouns** using **suffixes** such as –ness, –er	Expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon)		Capital letters, full stops, question marks and exclamation marks to demarcate sentences	
Formation of **adjectives** using **suffixes** such as –ful, –less (A fuller list of **suffixes** can be found in the spelling annex.)	Sentences with different forms: statement, question, exclamation, command	Introduction to paragraphs as a way to group related material	Commas to separate items in a list	
Use of the **suffixes** –er and –est to form comparisons of **adjectives** and **adverbs**	Expressing time and cause using **conjunctions** (e.g. when, before, after, while, because), **adverbs** (e.g. then, next, soon, so), or **prepositions** (e.g. before, after, during, in, because of)	Headings and sub-headings to aid presentation	Apostrophes to mark contracted forms in spelling	pronoun, possessive pronoun, adverbial
Formation of **nouns** using a range of **prefixes**, such as super–, anti–, auto–		Use of the **perfect** form of **verbs** to mark relationships of time and cause (e.g. I have written it down so we can check what he said.)	Introduction to speech marks to punctuate direct speech	relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity
Use of the **determiners** a or an according to whether the next **word** begins with a consonant or a vowel (e.g. a rock, an open box)	Appropriate choice of **pronoun** or **noun** within a **sentence** to avoid ambiguity and repetition		Use of speech marks to **punctuate** direct speech	active and passive voice, subject and object, hyphen, synonym, colon, semi-colon, bullet points
	Fronted **adverbials**	Use of paragraphs to organise ideas around a theme	Apostrophes to mark singular and **plural** possession (e.g. the girl's name, the boys' boots)	
Word families based on common **words**	**Relative clauses** beginning with who, which, where, why, or whose	Appropriate choice of **pronoun** or **noun** across **sentences**	Use of commas after fronted **adverbials** (e.g. Later that day, I heard the bad news.)	
The grammatical difference between **plural** and **possessive** -s	Indicating degrees of possibility using **modal verbs** (e.g. might, should, will, must) or **adverbs** (e.g. perhaps, surely)	Devices to build **cohesion** within a paragraph (e.g. then, after that, this, firstly)	Brackets, dashes or commas to indicate parenthesis	
Standard English forms for **verb inflections** instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done)	Use of the **passive voice** to affect the presentation of information in a **sentence** (e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken)	Linking ideas across paragraphs using **adverbials** of time (e.g. later), place (e.g. nearby) and number (e.g. secondly)	Use of commas to clarify meaning or avoid ambiguity	
Converting **nouns** or **adjectives** into **verbs** using **suffixes** (e.g. –ate; –ise; –ify)	Expanded **noun** phrases to convey complicated information concisely (e.g. the boy that jumped over the fence is over there, or the fact that it was raining meant the end of sports day)	Linking ideas across paragraphs using a wider range of **cohesive devices**: semantic **cohesion** (e.g. repetition of a **word** or phrase), grammatical connections (e.g. the use of **adverbials** such as on the other hand, in contrast, or as a consequence), and **elision**.	Use of the semi-colon, colon and dash to indicate a stronger subdivision of a **sentence** than a comma.	
Verb prefixes (e.g. dis–, de–, mis–, over– and re–)			**Punctuation** of bullet points to list information	
The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. said versus reported, alleged, or claimed in formal speech or writing)	The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He's your friend, isn't he?, or the use of the **subjunctive** in some very formal writing and speech)	Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text	How hyphens can be used to avoid ambiguity (e.g. man eating shark versus man eating shark, or recover versus re-cover)	