

## Northgate Primary School

### Writing Skills Progression

**Intent:** At Northgate Primary School we develop fluent readers with a passion for books and knowledge. Children take meaning from what they have read, show understanding and make connections between texts and facts. We ensure children have the ability to write effectively to convey meaning in any context, presenting their ideas clearly and neatly. Pupils listen carefully and they are empowered to speak about and question things with confidence and insight.

- Children will develop **a sense of belonging** by asking considered questions and articulating their own ideas about the world. Selecting, reading and discussing a diverse and wide range of texts that reflect the children, their interests and their backgrounds helps them make sense of the world and their place in it. Children learn to value Reading and Writing as a form of expression and an outlet to explore creativity and imagination.
- Children will develop **confidence in communicating** through writing and talking with accuracy and fluency. The children will respectfully and appropriately articulate their ideas considering the needs of their audience. Children are exposed to a rich vocabulary to foster an interest in words and their meanings so they can communicate clearly, specifically while using ambitious language.
- Children will develop **a resilient attitude** through Oracy, expressing their thoughts and building on the ideas of others. By identifying and understanding a range of text types and genres, children will have the knowledge to adapt and write in a variety of styles for specific purposes. Children are motivated to have high aspirations in regards to their English skills and abilities. They are equipped with the skills to be independent learners, able to analyse, critique, edit and improve their work and the work of others.

**Writing for Purpose:** Our approach to writing focusses on what different text types have in common: the purpose for writing. The four purposes to write being taught across KS1 and KS2 are: to entertain, to inform, to persuade and to discuss. For further guidance see the Writing for Purpose Explained document.

Pupils Terminology						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
letter capital letter word phrase sentence full stop	nouns clauses phrases word groups/families prefixes suffixes letter capital letter singular plural sentence punctuation full stop question mark exclamation mark	noun phrase statement question exclamation command compound suffix adjective adverb verb tense (past, present) apostrophe comma	preposition conjunction word family prefix clause subordinate clause direct speech consonant consonant letter vowel vowel letter inverted commas	determiner pronoun possessive pronoun adverbial	modal verb relative pronoun relative clause parenthesis bracket dash cohesion ambiguity	subject object active passive synonym antonym ellipsis hyphen colon semi-colon bullet points

Word						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spell words by identifying sounds in them and representing the sounds with a letter or letters	<p>Regular <b>plural noun suffixes</b> –s or –es (for example, <i>dog, dogs; wish, wishes</i>), including the effects of these suffixes on the meaning of the noun.</p> <p><b>Suffixes</b> that can be added to <b>verbs</b> where no change is needed in the spelling of the root words (ie <i>helping, helped and helper</i>).</p> <p>How the <b>prefix un-</b> changes the meaning of the <b>verbs</b> and <b>adjectives</b> (negation, for example, <i>untie the boat</i>).</p>	<p>Formation of <b>nouns</b> using <b>suffixes</b> such as <i>–ness, –er</i> and by compounding (for example, <i>whiteboard, superman</i>).</p> <p>Formation of adjectives using suffixes such as <i>–ful, –less</i></p> <p>Use of <b>suffixes</b> <i>–er, –est</i> in <b>adjectives</b> and the use of <i>–ly</i> in</p> <p>Standard English to turn adjectives into <b>adverbs</b></p>	<p>Formation of <b>nouns</b> using a range of <b>prefixes</b> (for example <i>super-, anti-, auto-</i>)</p> <p>Use of the forms <b>a</b> or <b>an</b> according to the next word begins with a <b>consonant</b> or a <b>vowel</b>.</p> <p>Word families based on common words, showing how words are related in form and meaning (for example, <i>solve, solution, solver, dissolve, insoluble</i>).</p>	<p>The grammatical difference between <b>plural</b> and <b>possessive –s</b></p> <p>Standard English form for <b>verb inflections</b> instead of local spoken forms (for example <i>we were</i> instead of <i>we was, or I did</i> instead of <i>I done</i>)</p>	<p>Converting nouns or adjectives into verbs using suffixes (for example <i>–ate, –ise, –ify</i>).</p> <p><b>Verb prefixes</b> (for example, <i>dis-, de-, mis-, over-, re-</i>)</p>	<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (for example, <i>find out – discover, ask for – request, go in – enter</i>).</p> <p>How words are related by meaning a synonyms and antonyms (for example, <i>big, large, little</i>).</p>

Sentence						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Write simple phrases and sentences that can be read by others.	Uses <i>and</i> to join clauses	<p>Subordination (<i>when, if, that, because</i>) and co-ordination (<i>or, and, but</i>)</p> <p>Expanded noun phrases for description (<i>the blue butterfly</i>)</p>	<p>Conjunctions (<i>when, before, after, while, so, because</i>)</p> <p>Adverbs (<i>then, next, soon, therefore</i>)</p> <p>Prepositions (<i>before, after, during, in, because of</i>)</p>	<p>Expanded Noun Phrases (<i>the teacher</i> expanded to <i>the strict teacher with curly hair</i>)</p> <p>Fronted adverbials (<i>Later that day, I heard the bad news</i>)</p>	<p>Relative clauses beginning with <i>who, which, where, when, whose, that</i>.</p> <p>Indicates degrees of possibility using adverbs (<i>perhaps, surely</i>) or modal verbs (<i>might, should, will, must</i>)</p>	<p>Use of the passive to affect the presentation of information in a sentence (ie <i>Jack broke the window, versus The window was broken (by Jack)</i>).</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing.</p> <p>Use of the subjunctive forms such as <i>if I were</i> or <i>Were they</i> to come in some very formal writing and speech.</p>

Text						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Sequencing sentences to form short narratives	<p>Correct and consistent usage of present tense and past tense verbs throughout writing.</p> <p>Use of the progressive form the verbs in the present and past tense to mark actions in progress, i.e. <i>she is drumming, he was shouting.</i></p>	<p>Introduction to paragraphs as a way to group related material.</p> <p>Headings and sub-headings to aid presentation.</p> <p>Use of perfect present tense form of verbs instead of the simple past i.e. <i>he has gone out to play</i>, instead of <i>he went out to play</i></p>	<p>Use of paragraphs to organise ideas around a theme</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p>	<p>Devices to build cohesion within a paragraph i.e <i>then, after, this, firstly</i></p> <p>Inking ideas across paragraphs using adverbials of time, (ie late), place (ie nearby) and number (secondly), or tense choices (ie he had seen her before)</p>	<p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of 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.</p>

Punctuation						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Capital letters for own name</p> <p>Full stops</p>	<p>Separation of words with spaces</p> <p>Capital Letter to begin a sentence</p> <p>Ends sentences with a full stop</p> <p>Uses question marks and exclamation marks</p> <p>Capital letters for names and proper nouns</p>	<p>Commas to separate items in a list</p> <p>Apostrophes to mark where letters are missing and to mark singular possession in nouns (ie girl's hat)</p>	<p>Inverted commas to punctuate direct speech</p>	<p>Uses inverted commas and other punctuation to indicate direct speech (for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i></p> <p>Apostrophes to mark plural possession (eg. <i>the girl's name, the girls` name.</i>)</p> <p>Use of commas after fronted adverbials</p>	<p>Brackets, dashes or commas to indicate parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity</p>	<p>Use of semi-colon, colon and dash to mark the boundary between independent clauses (<i>It's raining; I'm fed up.</i>)</p> <p>Use of colon to introduce a list</p> <p>Use of semi-colons within lists</p> <p>Bullet points to list information</p> <p>Hyphens to avoid ambiguity</p>

Handwriting Progression						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Handwriting Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</li> <li>Use a range of small tools, including scissors, paint brushes and cutlery</li> <li>Begin to show accuracy and care when drawing.</li> <li>To form recognisable letters, most of which are correctly formed.</li> </ul>	<p>Handwriting Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>sit correctly at a table, holding a pencil comfortably and correctly</li> <li>begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>form capital letters</li> <li>form digits 0-9</li> <li>understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.</li> </ul>	<p>Handwriting Pupils should be taught to:</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 unjoined</li> <li>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 spaced sufficiently so that the ascenders and descenders of letters do not touch].</li> </ul>		<p>Handwriting and presentation Pupils should be taught to:</p> <p>write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> <li>choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>choosing the writing implement that is best suited for a task.</li> </ul>		
		<p>Once pupils are secure in the above, a suggested progression would be:</p> <ul style="list-style-type: none"> <li>Consolidation and going practice of all joins through spelling practice</li> <li>Differentiated programme of support to address gaps in join knowledge and application.</li> </ul>				
Autumn Term						
<p>Funky Fingers</p> <p>Use a range of tools competently, safely and confidently.</p> <p>Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p>	<p>Single letter lower and upper case following the letter family order.</p> <p>0-9</p>	<p>Diagonal with ascenders:</p> <p>ss, ai, ar, ur, ear, air, ure, er, es, ie, ea, ir, ue, aw, ew, au, ea, are, ere, ce, se, ze, eer, si, ci</p> <p>Chn to generate words to rehearse the join</p>	<p>Words from NNS</p> <p>suffixes es, er, ed, ing</p> <p>prefix dis, un</p> <p>contractions ei, eigh, aigh, ey</p> <p>homophones</p>	<p>Words from NNS</p> <p>possessive apostrophe</p> <p>air, are, ear</p> <p>statutory words</p> <p>homophones</p>	<p>Words from NNS</p> <p>ough</p> <p>silent letters</p> <p>able, ible</p> <p>homophones</p>	<p>Words from NNS</p> <p>statutory words</p> <p>able, ably, ible, ibly</p> <p>-fer</p>

Funky Fingers Name Writing	Diagonal with ascenders: ss, ai, ar, ur, ear, air, ure, er, es, ie, ea, ir, ue, aw, ew, au, ea, are, ere, ce, se, ze, eer, si, ci	Horizontal without ascenders: oa, oo, or, ow, oi, ou, oe, ve, wr Chn to generate words to rehearse the join 0-9	statutory words homophones prefixes mis, re, y gue, que	Prefixes il, in, im, ir ei, eigh, ey suffixes ing, er, en, ed, statutory words	plurals- s, es, ies, apostrophes for contractions and possession hyphens statutory words	statutory words homophones cious, tious
<b>Spring Term</b>						
Name Writing Harder to read and spell words	Horizontal without ascenders: oa, oo, or, ow, oi, ou, oe, ve, wr  0-9	Diagonal with ascenders: ck, sh, th, nk, ed, est, le, wh, al, ch, tch, st, kn, mb, ti, tion Chn to generate words to rehearse the join	suffixes - ness, ful prefixes sub, tele contractions statutory words ch, s, ss, suffixes ness, ful, less, ly	gu ture Possessive apostrophe with plurals statutory words homophones	apostrophe for possession rare GPCs ably, ibly statutory words homophones	ough cial, tial statutory words
Name Writing Harder to read and spell words	Diagonal with ascenders: ck, sh, th, nk, ed, est, le, wh, al, ch, tch, st, kn, mb, ti, tion	Diagonal with descenders: ng, igh, ing, ay, oy, ph, ey, eigh, ge, dge, gn, augh Chn to generate words to rehearse the join	prefixes -super, auto statutory words homophones ch	Prefixes - anti, inter cian, sion, tion, ssion statutory words	Word building from root words statutory words homophones ei, ie	statutory words homophones
<b>Summer Term</b>						
Lower case single letters taught by family group:  <u>Curly Caterpillar</u> c, a, o, q, g, d, e, s, f <u>Ladder</u> i, l, t, u, j, y <u>One-armed Robot</u> r, b, n, h, m, k, p <u>Zigzag Monsters</u> v, w, x, z	Diagonal with descenders: ng, igh, ing, ay, oy, ph, ey, eigh, ge, dge, gn, augh  0-9	Consolidation and revision	suffixes ed, ing, s, es, ness, ful, less, ly, contractions statutory list	sc suffix - sion apostrophes for possession homophones statutory list	statutory words homophones	statutory words homophones ance, ancy root words
	Consolidation and revision.	Dictated sentences to be used to increase the children's fluency when writing.	ou, statutory words homophones	suffix – ous, ly prefixes un, dis, in, re, sub, inter, super, anti, auto	statutory words homophones problem prefixes	ent, ence, ency statutory words homophones