



West Dean C of E Primary School

The small school with a big heart

Writing curriculum progression

What will our writers be able to do when they leave us?

When children leave West Dean CE Primary School we want them to leave us as articulate and imaginative writers. They will leave able to communicate what they know about the world around them and be well-equipped with the skills they need to do this effectively. They will have been inspired by learning from a wide range of inspiring books and texts that have been written for different purposes. Our children will leave us understanding the process involved in writing effectively and creatively: how to plan, to draft and to edit before being ready to publish. Spelling, punctuation and grammar will be embedded and consistently applied. They will be able to write independently and recognise what a powerful tool writing can be. Children will leave having experienced many rich, real-life experiences through which they have been motivated to write for pleasure.

Curriculum Coverage (NC)

At West Dean C of E Primary, we will provide a clear and structured approach to the teaching of English by providing a rich and diverse curriculum that fosters a love for reading, writing, and oracy among pupils. We aim to nurture strong literacy skills that equip children with the ability to communicate effectively, think critically, and engage with a wide range of texts. All teachers and adults will have a deep understanding of the national curriculum requirements, as well as the diverse needs of all the pupils within the school community.

At West Dean C of E Primary we will:

- **Promote a love for reading:** Encouraging pupils to explore a variety of genres, authors, and text types to develop a lifelong passion for reading.
- **Develop strong writing skills:** Providing opportunities for pupils to express themselves creatively and cohesively through different forms of writing, including having a clear purpose for the writing.
- **Cultivate effective oracy skills:** Helping pupils become confident speakers who can articulate their thoughts and opinions with clarity and coherence.

Our English curriculum is well planned and executed to ensure that all pupils receive high-quality teaching and learning experiences. We will also ensure:

- **High-quality teaching:** Teachers are skilled in delivering engaging English lessons that incorporate a variety of teaching strategies and resources to meet the diverse learning styles of pupils.
- **Adapted instruction:** Lessons are adapted to provide appropriate challenge and support for all learners, including those with special educational needs.
- **Cross-curricular links:** English is integrated with other subjects to provide meaningful contexts for writing and reading activities, allowing pupils to make connections across different areas of learning.
- **Assessment for learning:** Regular formative assessment is used to identify pupil progress and adapt teaching strategies accordingly, ensuring that all children

are supported to achieve their potential.

As a result of all of the above we hope by the end of their time at West Dean C of E Primary school, our Year 6 English learners will:

- Demonstrate secure knowledge and skills in reading, writing, and oracy.
- Be confident communicators: Children are articulate, expressive, and able to engage confidently in discussions, presentations, and debates.
- Have a love for learning: Pupils exhibit a genuine interest in reading for pleasure, writing creatively, and exploring language, fostering a positive attitude towards English and learning in general.
- All have made progress: including disadvantaged and vulnerable groups, narrowing the attainment gap and ensuring that every child reaches their full potential.

During each year at West Dean C of E Primary, teachers will ensure children will write for a range of purposes including:

● Inform - newspaper report newsletter, biography, autobiography, fact file, sign/label, caption, website content, recount, postcard, non-chronological report, list	● Explain - how to guide, leaflet/brochure, postcard, FAQs	● Express - diary, journal, letter, email, poem	● Persuade - letter, speech, poster, petition, discussion text, leaflet/brochure, advert, invitation, argument/debate
● Analyse/Evaluate/Reflect - review, blog, summary, project evaluation, conclusion	● Discuss - letter, speech, poster, petition, discussion text, leaflet/brochure, advert, invitation, argument/debate	● Inquire - letter, research, email, questionnaire, survey	● Entertain - story, poem, joke/riddle, tongue twister, rap, song, play script, comic
● (personal) Communication - letter, email, text, announcement, message, postcard	● Creative self-expression/ Describe - imagery feelings/emotions, product description, wanted poster, character description	● Instruct - recipe, directions, step-by-step guides, procedures, how to...	

Writing Progression of Skills

Spelling	EYFS	Year 1	Year 2	Year 3 & 4	Year 5 & 6
Key Vocabulary	Digraph, trigraph, grapheme, sound, letter, word, blend	Singular, plural, suffix, prefix, adjective, noun, adverb, verb, compound, connective	Suffix, apostrophe, noun, adjective, verb, adverb	Word family, root word, prefix, suffix, consonant, vowel, homophone, possessive apostrophe	All previous key spelling vocabulary plus... Morphology, etymology, synonym, antonym
	Spell words by identifying sounds in them and	Spell: words containing each of the 40+ phonemes already	Spell by:	Spell by:	Spell by:

	<p>representing the sounds with a letter or letters</p>	<p>taught</p> <p>Spell: common exception words</p> <p>Spell: the days of the week</p> <p>Name the letters of the alphabet: naming the letters of the alphabet in order</p> <p>Name the letters of the alphabet: using letter names to distinguish between alternative spellings of the same sound</p> <p>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</p> <p>Add prefixes and suffixes: using the prefix un–</p> <p>Add prefixes and 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]</p> <p>Apply simple spelling rules and guidance, as listed in English Appendix 1</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</p>	<p>segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</p> <p>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</p> <p>learning to spell common exception words</p> <p>learning to spell more words with contracted forms</p> <p>learning the possessive apostrophe (singular) [for example, the girl’s book]</p> <p>distinguishing between homophones and near-homophones</p> <p>Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</p> <p>Apply spelling rules and guidance, as listed in English Appendix 1</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</p>	<p>Use further prefixes and suffixes and understand how to add them (English Appendix 1)</p> <p>Spell further homophones</p> <p>Spell words that are often misspelt (English Appendix 1)</p> <p>Place the possessive apostrophe accurately in words with regular plurals [for example, girls’, boys’] and in words with irregular plurals [for example, children’s]</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</p>	<p>Use further prefixes and suffixes and understand the guidance for adding them</p> <p>Spell some words with ‘silent’ letters [for example, knight, psalm, solemn]</p> <p>Continue to distinguish between homophones and other words which are often confused</p> <p>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 Appendix 1</p> <p>Use dictionaries to check the spelling and meaning of words</p> <p>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>Use a thesaurus</p>
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Handwriting	EYFS	Year 1	Year 2	Year 3 & 4	Year 5 & 6
	<p>Write recognisable letters, most of which are correctly formed</p> <p>Hold a pencil effectively in preparation for fluent writing - using the tripod grip in most cases</p>	<p>Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>Form capital letters</p> <p>Form digits 0-9</p> <p>Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these</p>	<p>Form lower-case letters of the correct size relative to one another</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p> <p>Use spacing between words that reflects the size of the letters</p>	<p>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]</p>	<p>Write legibly, fluently and with increasing speed by: choosing the writing implement that is best suited for a task</p>
Composition	EYFS	Year 1	Year 2	Year 3 & 4	Year 5 & 6
Key Vocabulary	Alphabet, letter, sentence	Sentence, sequence, narrative, noun, question, compound, suffix, adjective, verb, commas, apostrophe, contraction	Noun, phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense, apostrophe, comma	Structure, grammar, sentence, paragraph, vocabulary, punctuation, dialogue, narratives, heading, sub-heading, pronoun	Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity
Composition	<p>Write recognisable letters, most of which are correctly formed</p> <p>To spell words by identifying sounds in them and representing the sounds with a letter or letters</p> <p>To write simple phrases and sentences that can be read by others</p>	<p>Write sentences by:</p> <p>saying out loud what they are going to write about</p> <p>composing a sentence orally before writing it</p> <p>sequencing sentences to form short narratives</p> <p>re-reading what they have written to check that it makes sense</p> <p>Discuss what they have</p>	<p>Develop positive attitudes towards and stamina for writing by:</p> <p>writing narratives about personal experiences and those of others (real and fictional)</p> <p>writing about real events</p> <p>writing poetry</p> <p>writing for different purposes</p> <p>Consider what they are going</p>	<p>Plan their writing by:</p> <p>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>discussing and recording ideas</p> <p>Draft and write by:</p> <p>composing and rehearsing sentences orally (including dialogue), progressively</p>	<p>Plan their writing by:</p> <p>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>noting and developing initial ideas, drawing on reading and research where necessary</p> <p>in writing narratives, considering how authors have developed characters and settings in what pupils have</p>

		<p>written with the teacher or other pupils</p> <p>Read their writing aloud, clearly enough to be heard by their peers and the teacher</p>	<p>to write before beginning by: planning or saying out loud what they are going to write about</p> <p>writing down ideas and/or keywords, including new vocabulary</p> <p>encapsulating what they want to say, sentence by sentence</p> <p>Make simple additions, revisions and corrections to their own writing by:</p> <p>evaluating their writing with the teacher and other pupils</p> <p>re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</p> <p>proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated Correctly]</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear</p>	<p>building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</p> <p>organising paragraphs around a theme</p> <p>in narratives, creating settings, characters and plot</p> <p>in non-narrative material, using simple organisational devices [for example, headings and subheadings]</p> <p>Evaluate and edit by:</p> <p>assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>Proof-read for spelling and punctuation errors</p> <p>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</p>	<p>read, listened to or seen performed</p> <p>Draft and write by:</p> <p>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>précising longer passages</p> <p>using a wide range of devices to build cohesion within and across paragraphs</p> <p>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p> <p>Evaluate and edit by:</p> <p>assessing the effectiveness of their own and others' writing</p> <p>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>ensuring correct subject and verb agreement when using</p>
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					<p>singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>Proof-read for spelling and punctuation errors</p> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p>
Key Skill - Vocabulary, grammar and punctuation	EYFS	Year 1	Year 2	Year 3 & 4	Year 5 & 6
Key Vocabulary	Alphabet, letter, grapheme, capital letter, full stop, finger space	Capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark, noun, verb, adjective, compound, suffix, prefix, contraction, apostrophe	Noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense, apostrophe, comma	Preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, vowel, inverted commas, determiner, pronoun, possessive pronoun, adverbial	Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity, subject, object, adjective, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points
	<p>Write recognisable letters, most of which are correctly formed</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters</p> <p>Write simple phrases and sentences that can be read by others</p> <p>Invent, adapt and recount narratives and stories with their peers and their teacher</p>	<p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <p>leaving spaces between words</p> <p>joining words and joining clauses using 'and'</p> <p>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> <p>using a capital letter for names of people, places, the</p>	<p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <p>learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</p>	<p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <p>extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>using the present perfect form of verbs in contrast to the past tense</p> <p>choosing nouns or pronouns appropriately for clarity and</p>	<p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <p>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p> <p>using passive verbs to affect the presentation of information in a sentence</p> <p>using the perfect form of verbs to mark relationships of</p>

		<p>days of the week, and the personal pronoun 'I'</p> <p>learning the grammar for year 1 in English Appendix 2</p> <p>Use the grammatical terminology in English Appendix 2 in discussing their writing</p>	<p>Learn how to use: sentences with different forms: statement, question, exclamation, command</p> <p>expanded noun phrases to describe and specify [for example, the blue butterfly]</p> <p>the present and past tenses correctly and consistently including the progressive form</p> <p>subordination (using when, if, that, or because) and coordination (using or, and, or but)</p> <p>the grammar for year 2 in English Appendix 2</p> <p>some features of written Standard English Use and understand the grammatical terminology in English Appendix 2 in discussing their writing</p>	<p>cohesion and to avoid repetition</p> <p>using conjunctions, adverbs and prepositions to express time and cause</p> <p>using fronted adverbials</p> <p>learning the grammar for years 3 and 4 in English Appendix 2</p> <p>Indicate grammatical and other features by: using commas after fronted adverbials indicating possession by using the possessive apostrophe with plural nouns using and punctuating direct speech Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading</p>	<p>time and cause</p> <p>using expanded noun phrases to convey complicated information concisely</p> <p>using modal verbs or adverbs to indicate degrees of possibility</p> <p>using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</p> <p>learning the grammar for years 5 and 6 in English Appendix 2</p> <p>Indicate grammatical and other features by: using commas to clarify meaning or avoid ambiguity in writing using hyphens to avoid ambiguity using brackets, dashes or commas to indicate parenthesis using semicolons, colons or dashes to mark boundaries between independent clauses Indicate grammatical and other features by: using a colon to introduce a list punctuating bullet points consistently</p>
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Speaking and Listening	EYFS	Year 1	Year 2	Year 3 & 4	Year 5 & 6
	<p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</p> <p>Make comments about what they have heard & ask questions to clarify their understanding</p> <p>Hold conversation when engaged in back-&-forth exchanges with their teacher / peers</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p>Listen to others in a range of situations and respond appropriately</p> <p>Understand instructions with more than one point</p> <p>Know when it is their turn to speak in a small group presentation or play performance.</p>	<p>Fully understand instructions and independently seek clarification if the message is unclear</p> <p>Recognise that sometimes speakers talk differently and discuss reasons why this might happen</p> <p>Recognise that different people will have different responses and that these are as valuable as their own opinions and ideas.</p>	<p>Begin to offer support for their answers to questions with justifiable reasoning</p> <p>Participate in role play tasks, showing an understanding of character by choosing appropriate words and phrases to indicate a person's emotions</p> <p>Engage in discussions, making relevant points or asking relevant questions to show they have followed a conversation.</p> <p>Regularly offer answers that are supported with justifiable reasoning</p> <p>Use intonation when reading aloud to emphasise punctuation or a difference in character</p> <p>Take part in discussions and begin to challenge opinions with respect.</p>	<p>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading</p> <p>Ask questions which deepen conversations and/or further their knowledge</p> <p>Combine vocabulary choices, gestures and body movement to take on and maintain the role of a character</p> <p>Engage in longer and sustained discussions and debates about a range of topics</p> <p>Articulate and justify answers with confidence in a range of situations</p> <p>Gain, maintain and monitor the interest of the listener(s)</p> <p>Consider and evaluate different viewpoints, adding their own interpretations and building on the contributions of others in discussions and debates.</p>