



Kingsway Primary School

***Writing Progression Framework
2021-2022***

Composition and Handwriting

		N.C Outcomes			
	F2	YEAR 1	YEAR 2	YEAR 3/4	YEAR 5/6
Composition	<p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p> <p>Write simple phrases and sentences that can be read by others.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters</p> <p>Use capital letters and full stops</p>	<p>pupils can write sentences by saying out loud what they are going to write about and composing a sentence orally before writing it</p> <p>pupils can sequence sentences to form short narratives</p> <p>re-read what they have written to check that it makes sense</p> <p>discuss what they have written and read it aloud with the teacher or other pupils</p>	<p>develop positive attitudes towards and stamina for writing by writing narratives about personal experiences and those of others (real and fictional), writing about real events, poetry and for different purposes.</p> <p>plan or say out loud what they are going to write about, writing down ideas and/or key words, including new vocabulary</p> <p>make simple revisions to their writing by evaluating their writing with the teacher and other pupil and re-reading to check that their writing makes sense</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>plan their writing by 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>draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p> <p>organising paragraphs around a theme</p> <p>in narratives, creating settings, characters and plot/ in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</p> <p>evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements and proposing changes to grammar and vocabulary</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>Pupils can plan their writing by 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 and drawing on reading and research where necessary</p> <p>in writing narratives, they can consider how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p>draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>in narratives, they can describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action</p> <p>they can precise longer passages, using a wide range of devices to build cohesion within and across paragraphs</p> <p>use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p> <p>they can evaluate and edit by assessing the effectiveness of their own and others' writing, propose 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 and ensure correct subject and verb agreement when using singular and plural</p> <p>they can distinguish between the language of speech and writing and choosing the appropriate register</p> <p>proof-read for spelling and punctuation errors</p>

Handwriting	<p>Form lower-case and capital letters correctly.</p> <p>Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases; -</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery</p> <p>Begin to show accuracy and care when drawing.</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>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</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>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</p>	<p>Write in a neat, joined style</p>
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Grammar, Punctuation and Spelling

	Punctuation	Word	Text	Sentence Structure	Spellings/ Suffixes and Prefixes	Terminology for Children
F2	<ul style="list-style-type: none"> Capital letters Full stops 	<ul style="list-style-type: none"> Letter formation CVC words Capital letters for proper nouns such as their names. 	<ul style="list-style-type: none"> Finger spaces 	<ul style="list-style-type: none"> Simple sentences 	<ul style="list-style-type: none"> Common exception words High frequency words <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters</p>	<ul style="list-style-type: none"> Letter Word Name Capital letter Full stop Sentence
Year 1	<p>Begin to punctuate sentences using:</p> <ul style="list-style-type: none"> Capital letters, including 'I' Full stops Question marks Exclamation marks use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' 	<ul style="list-style-type: none"> Verbs Adjectives Nouns Proper nouns – days of the week, names. Use the conjunction 'and' to join words and clauses 	<ul style="list-style-type: none"> Use clear finger spaces between words Accurate letter formation Sequence sentences together to form short narratives 	<ul style="list-style-type: none"> Write simple sentences Joining simple clauses using 'and' 	<ul style="list-style-type: none"> Name the letters of the alphabet in order Use letter names to distinguish between alternative spellings of the same sound Suffix –s or –es to make regular singular nouns plural Prefix –un to verbs and adjectives using –ing, –ed, –er and –est where no change is needed in the spelling of root words Common exception words <p>Spell words containing each of the 40+ phonemes already taught</p> <ul style="list-style-type: none"> The days of the week 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"> Conjunction Verbs Adjectives Nouns Proper nouns Plural/singular Suffix Prefix Sentence <p>Use this terminology when discussing their work with others</p>
Year 2	<p>Learning how to use the following correctly:</p> <ul style="list-style-type: none"> Capital letters Full stops Apostrophes Commas in a list Question mark Exclamation mark 	<ul style="list-style-type: none"> Subordinating conjunctions Coordinating conjunctions Adverbs 	<ul style="list-style-type: none"> Expanded Noun phrases to describe and specify Simple present tense Simple past tense Present progressive tense Past progressive tense Use of standard English 	<ul style="list-style-type: none"> Subordinating conjunctions and subordinate clauses to form complex sentences Use coordinating conjunctions to form compound sentences Statements Questions Exclamations Commands 	<ul style="list-style-type: none"> Compounding e.g. whiteboard Prefixes e.g. -ness and –er to nouns and –ment, -ness – full and –less to adjectives. Suffix –er, –est and -ly to adjectives Homophones and near-homophones spell by: <p>segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</p> <p>learning new ways of spelling phonemes for which 1 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>the possessive apostrophe (singular)</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>	<ul style="list-style-type: none"> Subordinating conjunction Coordinating conjunction Subordinate clause Compound sentence Complex sentence Noun phrase Past/present tense Progressive tense Compound word Homophone <p>Use this terminology when discussing their work with others</p>

Year 3	<ul style="list-style-type: none"> Use inverted commas accurately to punctuate direct speech Commas after fronted adverbials show possession by using the possessive apostrophe with plural nouns 	<ul style="list-style-type: none"> Understand root words and word families Use a or an accurately extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although <p>Express time, place and cause using:</p> <ul style="list-style-type: none"> Prepositions Conjunctions Adverbs <ul style="list-style-type: none"> choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition 	<ul style="list-style-type: none"> using the present perfect form of verbs in contrast to the past tense <ul style="list-style-type: none"> Introduce: <ul style="list-style-type: none"> Paragraphing Headings/subheadings 	<ul style="list-style-type: none"> Use prepositional phrases to express time and place Introduce fronted adverbials and using a comma after them 	<ul style="list-style-type: none"> Spellings from the year 3/4 word list Form nouns by using further prefixes e.g Super- and suffixes Check spellings in the dictionary using the first 2 or 3 letters spell further homophones spell words that are often misspelt - place the possessive apostrophe accurately in words with regular plurals write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far 	<ul style="list-style-type: none"> Root word Word family Preposition Prepositional phrase Vowel/consonant Paragraph Inverted commas <p>Use this terminology when discussing their work with others</p>
Year 4	<ul style="list-style-type: none"> Apostrophe for plural possession Accurate punctuation of direct speech Commas after fronted adverbials 	<ul style="list-style-type: none"> The use of –s for plural vs possessive Standard English vs Spoken word Pronouns and nouns to avoid ambiguity or repetition and build cohesion Possessive pronouns Determiners 	<ul style="list-style-type: none"> Accurate paragraphing to group ideas Headings/subheadings 	<ul style="list-style-type: none"> Expanded noun phrases Use of fronted adverbials, punctuated correctly, do add detail and interest Adverbial phrases 	<ul style="list-style-type: none"> Spellings from the year 3/4 word list <p>Continue to:</p> <ul style="list-style-type: none"> Check spellings in the dictionary using the first 2 or 3 letters spell further homophones spell words that are often misspelt - place the possessive apostrophe accurately in words with regular plurals write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far 	<ul style="list-style-type: none"> Expanded noun phrase Fronted Adverbial Adverbial phrase Pronoun Possessive Possessive pronoun Determiner <p>Use this terminology when discussing their work with others</p>
Year 5	<ul style="list-style-type: none"> Use brackets, dashes and commas to indicate parenthesis Commas – for parenthesis or to clarify meaning/avoid ambiguity 	<ul style="list-style-type: none"> To know that words can fall into different word classes when used in different contexts or when a prefix/suffix is added. Relative pronouns Use modal verbs and adverbs to indicate possibility Adverbials of time, place and number 	<ul style="list-style-type: none"> Build cohesion within and across paragraphs 	<ul style="list-style-type: none"> Use relative clauses use expanded noun phrases to convey complicated information concisely 	<ul style="list-style-type: none"> Spellings from the year 5/6 word list Convert nouns and adjectives into verbs using suffixes Verb prefixes Use a thesaurus Spell silent letter words use further prefixes and suffixes and understand the guidance for adding them 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, 	<ul style="list-style-type: none"> Relative clause Relative pronoun Modal verbs Modal adverbs Adverbial Parenthesis Cohesion Ambiguity <p>Use this terminology when discussing their work with others</p>

					<ul style="list-style-type: none"> • use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary 	
Year 6	<ul style="list-style-type: none"> • Semi colon between independent clauses and lists • Colons to introduce or elaborate • Dash • Hyphens to avoid ambiguity • Ellipses • use semicolons, colons or dashes to mark boundaries between independent clauses • use bullet points 	<ul style="list-style-type: none"> • Recognise and use formal vs informal language accurately, including subjunctive form • Use Synonyms/antonyms 	<ul style="list-style-type: none"> • Link ideas across and within paragraphs using a wide range of cohesive devices • Headings, subheadings • Bullet points • Columns and tables 	<ul style="list-style-type: none"> • Use passive verbs and distinguish between passive and active voice • Use the perfect form of verbs 	<ul style="list-style-type: none"> • Spellings from the year 5/6 word list • Spell hyphenated words <p>Continue to:</p> <ul style="list-style-type: none"> • use further prefixes and suffixes and understand the guidance for adding them • 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, • use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary 	<ul style="list-style-type: none"> • Formal/informal • Synonyms/antonyms • Passive voice • Active voice • Subjunctive form • Independent clauses • Elaborate • Cohesion • Hyphenate • Subject/object <p>Use this terminology when discussing their work with others</p>

Babcock Spelling

Year 2 Babcock Spelling	
Spelling Strands	Homophones (<i>sea/see</i> and <i>be/bee</i> , <i>blew</i> , <i>blue</i> , <i>to</i> , <i>too</i> , <i>two</i>)
	Homophones (<i>knew</i> , <i>new</i> , <i>their</i> , <i>there</i> and <i>they're</i> , <i>where</i> , <i>were</i> , <i>we're</i>)
	Near homophones e.g. <i>quite/quiet</i>
	Homophones (<i>here/hear</i> , <i>one/won</i> , <i>sun/son</i>)
	'i' sound spelt 'i' in common exception words (<i>find</i> , <i>kind</i> , <i>mind</i>)
	'j' sound spelt as 'ge' and 'dge' e.g. <i>fudge</i>
	Soft C ('s' sound spelt 'c') before 'e', 'i' and 'y' e.g. <i>cycle</i> , <i>circle</i> , <i>fierce</i>
	Silent letters – 'n' sound spelt 'kn' and 'gn' at the beginning of words Silent letters – 'r' sound spelt 'wr' e.g. <i>wrong</i> Silent letters – 'mb' e.g. <i>lamb</i> Silent letters – 'al' e.g. <i>calm</i> , <i>psalm</i>
	Ch, tch and ture e.g. <i>chase</i> , <i>fetch</i> , <i>picture</i>
	'ai' sound spelt 'y' – <i>fly</i> , <i>by</i> , <i>cycle</i>
	'u' sound spelt as <i>oul</i> e.g. <i>could</i> , <i>would</i> , <i>should</i> 'u' sound spelt <i>o</i> e.g. <i>mother</i> , <i>brother</i>
	'l' sound spelt '-le' e.g. <i>puddle</i> 'l' sound spelt <i>-el</i> e.g. <i>model</i> 'l' sound spelt <i>-al</i> e.g. <i>practical</i> 'l' sound spelt <i>-il</i> e.g. <i>evil</i>
	ee: sound spelt 'ey' e.g. <i>donkey</i> , <i>valley</i>
	'o' sound spelt 'a' after 'w' and 'qu' e.g. <i>want</i> , <i>quantity</i>
	/ʒ/ spelt 's' e.g. <i>treasure</i> , <i>measure</i>
	Words ending '-tion' eg. <i>station</i>
	The /aw:/sound spelt 'a' before 'l' and 'll' e.g. <i>talk</i> , <i>tall</i> The /aw:/ sound spelt 'ar' after 'w' e.g. <i>war</i> The /er/ sound spelt 'or' after 'w' e.g. <i>worm</i>
	Adding suffixes 'ment' and 'ness'
	Adding endings '-ing', '-ed', '-er', '-est' and doubling the consonant e.g. <i>big/bigger</i>
	Adding the ending 'y' to words ending in 'e' with a consonant before it e.g. <i>boney</i>
Adding '-es' to nouns and verbs ending in 'y'	
Adding suffixes '-ful', '-less' and '-ly'	
Contractions e.g. <i>didn't</i> , <i>wouldn't</i> , <i>couldn't</i>	
Apostrophes for possession	

Year 3 Babcock Spelling

Spelling Strands	Words with the 'sh' sound spelt 'ch' as well as 's', 'ss (ion/ure) e.g. chef, sugar, pressure
	Words with the 'k' sound spelt 'ch' e.g. anchor
	The 'u' sound spelt 'ou' e.g. country, trouble
	Split vowel digraph 'e' e.g. explode, decide, stampede, fade.
	g/ sound spelt '-gue' e.g. plague
	the /k/ sound spelt '-que' e.g. unique
	'i' sound spelt y e.g. myth
	Rarer GPCs: words with the 'ay' sound spelt: 'ei' (<i>vein</i>), 'eigh' (<i>eight</i>), 'aigh' (<i>straight</i>) or 'ey' (<i>they</i>) ai (snail) a – e (brake)
	Homophones (<i>brake/break, grate/great, eight/ate, weight/wait, son/sun</i>)
	Homophones (including <i>heel/heal/he'll, plain/plane, groan/grown</i> and <i>rain/rein/reign</i>)
	Prefixes -dis -un
	Prefixes: mis-' and 're-'
	Prefixes 'sub-' and 'tele-'
	Prefixes 'super-' and 'auto-'
	Suffixes '-ness' and '-ful' following a consonant
Suffixes from Year 2 ('-s', '-es', '-er', '-ed', '-ing')	
Suffixes '-less', '-ness', '-ful' and '-ly	

Year 4 Babcock Spelling

Spelling Strands	Homophones (<i>peace/piece, main/mane, fair/fare</i>)
	Homophones (<i>scene/seen, mail/male, bawl/ball</i>)
	'j' sound as an s e.g. treasure, measure, pleasure
	Words with the /ei/ sound spelt 'ei', 'eigh' or 'ey' e.g. eight, grey.
	Words with the /sh/ sound spelt 'ch' e.g. chef
	and the /u/ sound spelt 'ou' e.g. could, would, should, young
	The /g/ sound spelt 'gu' e.g. guess, guinea
	Words with endings spelt '-ture' e.g. picture
	Endings that sound like /shn/ spelt '-cian', '-sion', '-tion' and '-ssion' e.g. optician, fission.
	Silent letter 'c' sound spelt 'sc' e.g. scent, muscle
	Prefixes 'anti-' and 'inter-'
	Prefixes 'in-', 'il-', 'im-' and 'ir-'
	Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-er', '-en', '-ed')e.g.
	Suffix '-ous'
	Suffix '-ly' added to words ending in 'y', 'le' and 'ic'

Year 5 Babcock Spelling

Spelling Strands	Words with the letter string 'ough'
	Words with silent letters
	Words ending in ible/able
	Words ending in ibly/ably
	Homophones (<i>isle/aisle, aloud/allowed, affect/effect, herd/heard, past/passed</i>)
	plurals (adding '-s', '-es' and '-ies')
	Use of the hyphen
	Apostrophe for possession
	Rare GPCs (<i>bruise, guarantee, immediately, vehicle, yacht</i>)
	Homophones (<i>led/lead, steel/steal, alter/altar</i>)
	Ei and ie words
	Homophones (<i>cereal/serial, father/farther, guessed/ guest, morning/mourning, who's/whose</i>)

Year 6 Babcock Spelling

Spelling Strands	words ending '-able/ably' and '-ible/ibly'
	Adding suffixes beginning with vowels to words ending in '-fer' e.g. prefer- preferring – preference
	Homophones ('ce'/'se') e.g. device/devise
	Homophones (<i>draught/ draft, dissent/descent, precede/proceed, wary/ weary</i>)
	Endings spelt '-cious' or '-tious' e.g. vicious, nutritious
	Words ending '-cial' and '-tial' e.g. special, torrential
	Words with 'ough' letter string
	Homophones (<i>dessert/ desert, stationery/ stationary, complement/ compliment, principle/ principal, prophet/profit</i>)
	Words ending in 'ant', '-ance and '-ancy' e.g. truant, truancy
	Words ending '-ent', '-ence' and '-ency' e.g. confident, confidence