

Brooke Weston Trust Primary Writing Curriculum Progression Document

h	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Contexts for Writing children should:	<p>Child initiated writing (in role, and for purpose) write narratives about personal experiences and those of others (real and fictional)</p> <p>write about real events write poetry write for different purposes</p>	<p>write narratives about personal experiences and those of others (real and fictional)</p> <p>write about real events write poetry write for different purposes</p>	<p>write narratives about personal experiences and those of others (real and fictional)</p> <p>write about real events write poetry write for different purposes</p>	<p>discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p>	<p>discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p>	<p>identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own in writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed</p>	<p>identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own in writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed</p>
Phonic & Whole word spelling children should:	<p>Listen to and hear the sounds in CVC, CVCC and CCVC words. (LIT)</p> <p>Recall &/identify the taught GPCs (the letters that represent the sounds) (including some digraphs) on a grapheme mat and use this when writing.</p> <p>(LIT) Spell some taught common exception/ high frequency and familiar words. (LIT)</p>	<p>spell words containing each of the 40+ phonemes taught</p> <p>spell common exception words</p> <p>spell the days of the week</p> <p>name the letters of the alphabet in order</p> <p>use letter names to distinguish between alternative spellings of the same sound</p> <p>spell words with simple phoneme/grapheme correspondence accurately e.g. cat, dog, red</p> <p>make phonetically plausible attempts at writing longer words using dominant phonemes and common graphem</p>	<p>segment spoken words into phonemes and represent these by graphemes, spelling many correctly learn 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>learn to spell common exception words</p> <p>distinguish between homophones and near-homophones</p>	<p>spell further homophones spell words that are often misspelt</p>	<p>spell further homophones spell words that are often misspelt</p>	<p>spell some words with 'silent' letters</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</p>	<p>spell some words with 'silent' letters</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</p>
Other word building spelling children should:	<p>Spell some taught common exception/ high frequency and familiar words. (LIT)</p>	<p>Other word building spelling-use the spelling rule for adding –s or –es as the plural marker for nouns and the third person</p> <p>singular marker for verbs use the prefix un– use –ing, –ed, –er and –est</p> <p>where no change is needed in the spelling of root words apply simple spelling rules and guidance from Appendix 1</p>	<p>learning the possessive apostrophe (singular) learn to spell more words with contracted forms</p> <p>add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</p> <p>show awareness of silent letters in spelling e.g. knight,</p> <p>write use –le ending as the most common spelling for this sound at the end of words apply spelling ru</p>	<p>use further prefixes and suffixes and understand how to add them</p> <p>place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</p> <p>use the first 2 or 3 letters of a word to check its spelling in a dictionary</p>	<p>use further prefixes and suffixes and understand how to add them</p> <p>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</p>	<p>use further prefixes and suffixes and understand the guidance for adding them</p> <p>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</p>	<p>use further prefixes and suffixes and understand the guidance for adding them</p> <p>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</p>
Transcription children should:		<p>write from memory simple sentences dictated by the teacher</p>	<p>write from memory simple sentences dictated by the</p>	<p>write from memory simple sentences, dictated by the</p>	<p>write from memory simple sentences, dictated by the teacher,</p>	<p>write from memory simple sentences, dictated by the</p>	<p>write from memory simple sentences, dictated by the</p>

Brooke Weston Trust Primary Writing Curriculum Progression Document

		that include words using the GPCs and common exception words taught so far	teacher that include words using the GPCs, common exception words and punctuation taught so far.	teacher, that include words and punctuation taught so far.	that include words and punctuation taught so far.	teacher, that include words and punctuation taught so far.	teacher, that include words and punctuation taught so far.
Handwriting children should:	<p>Develop their fine motor skills so that they can use a range of tools competently, safely and confidently</p> <p>(PD) Develop the foundations of a handwriting style which is fast, accurate and efficient (PD)</p> <p>Form lower-case and capital letters correctly. (LIT)</p> <p>Know how to write the taught letters (LIT)</p>	<p>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</p> <p>form digits 0-9</p> <p>understand which letters belong to which handwriting 'families' and to practise these</p> <p>Produce recognisable letters and words to convey meaning another person can read writing with some mediation</p>	<p>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</p> <p>write capital letters 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.</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</p> <p>increase the legibility, consistency and quality of their handwriting</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</p> <p>increase the legibility, consistency and quality of their handwriting</p>	<p>choose which shape of a letter to use when given choices and deciding whether or not to join specific letters choose the writing implement that is best suited for a task</p>	<p>choose which shape of a letter to use when given choices and deciding whether or not to join specific letters choose the writing implement that is best suited for a task</p>
Grammar children should:	<p>To make writing exciting using wow words (adjectives). (LIT) To begin to know sentences can be extended using a joining word (conjunction) (LIT)</p>	<p>use regular plural noun suffixes (-s, -es) use verb suffixes where root word is unchanged (-ing, -ed, -er)</p> <p>use the un- prefix to change meaning of adjectives/adverbs</p> <p>combine words to make sentences, including using and sequence sentences to form short narratives</p> <p>separate of words with spaces</p> <p>use sentence demarcation (. ! ?) use capital letters for names and pronoun 'I')</p>	<p>use coordination (using or, and, or but)</p> <p>use commas in lists</p> <p>use sentences with different forms: statement, question, exclamation, command</p> <p>use subordination (using when, if, that, or because)</p> <p>use apostrophes for omission & singular possession</p> <p>use the present and past tenses correctly and consistently including the progressive form</p> <p>use extended simple sentences e.g. including adverbs and adjectives to add interest use some features of written Standard English</p> <p>Learn how to use selected grammar for Year 2 Use and understand grammatical terminology when discussing writing</p>	<p>use the present perfect form of verbs in contrast to the past tense</p> <p>form nouns using prefixes use the correct form of 'a' or 'an'</p> <p>use word families based on common words (solve, solution, dissolve, insoluble)</p> <p>use fronted adverbials use conjunctions, adverbs and prepositions to express time and cause</p> <p>learn, use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p>	<p>use the present perfect form of verbs in contrast to the past tense</p> <p>form nouns using prefixes use the correct form of 'a' or 'an'</p> <p>use word families based on common words (solve, solution, dissolve, insoluble)</p> <p>use a wide range of fronted adverbials correctly punctuated</p> <p>use a wide range of conjunctions, adverbs and prepositions to express time and cause. learn,</p> <p>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p>	<p>use the perfect form of verbs to mark relationships of time and cause</p> <p>use relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</p> <p>convert nouns or adjectives into verbs</p> <p>use verb prefixes</p> <p>use devices to build cohesion, including adverbials of time, place and number</p>	<p>recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p> <p>use passive verbs to affect the presentation of information in a sentence</p> <p>use the perfect form of verbs to mark relationships of time and cause</p> <p>understand and use differences in informal and formal language</p> <p>understand synonyms & Antonyms</p> <p>use further cohesive devices such as grammatical connections and adverbials use of ellipsis</p>

Brooke Weston Trust Primary Writing Curriculum Progression Document

<p>Punctuation children should:</p>	<p>Think of, say and write a simple sentence, sometimes using a capital letter and full stop. (LIT)</p>	<p>begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> <p>use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p>	<p>develop understanding by learning how to use familiar and new punctuation correctly: Full stops and capital letters and question marks use sentence demarcation, exclamation marks and commas in a list</p> <p>Apostrophes for contracted form and for possession</p>	<p>use commas after fronted adverbials</p> <p>indicate possession by using the possessive apostrophe with singular and plural nouns</p> <p>use and punctuate direct speech (including punctuation within and surrounding inverted commas)</p>	<p>use commas after fronted adverbials</p> <p>indicate possession by using the possessive apostrophe with singular and plural nouns</p> <p>use and punctuate direct speech (including punctuation within and surrounding inverted commas)</p>	<p>use commas to clarify meaning or avoid ambiguity</p> <p>in writing use brackets, dashes or commas to indicate parenthesis</p> <p>use a colon to introduce a list punctuating bullet points consistently</p>	<p>use hyphens to avoid ambiguity</p> <p>use semicolons, colons or dashes to mark boundaries between independent clauses</p> <p>use a colon to introduce a list punctuating bullet points consistently</p>
<p>Grammatical Terminology children should:</p>	<p>letter capital letter word sentence full stop</p>	<p>letter capital letter word singular plural sentence punctuation full stop question mark exclamation mark</p>	<p>noun noun phrase statement question exclamation command compound adjective verb suffix adverb tense (past, present) apostrophe comma</p>	<p>adverb preposition conjunction word family prefix clause subordinate clause direct speech consonant consonant letter vowel vowel letter inverted commas (or 'speech marks')</p>	<p>determiner pronoun possessive pronoun adverbial</p>	<p>modal verb relative pronoun relative clause parenthesis bracket dash cohesion ambiguity</p>	<p>subject object active passive synonym antonym ellipsis hyphen colon semi-colon bullet points</p>
<p>Vocabulary children should:</p>	<p>Talk about and respond to stories (rhymes and songs) with actions, recalling key events and innovating (alternate aspect). (C&L)</p> <p>Talk about elements of a topic using newly introduced vocabulary and extending sentences using a range of conjunctions to offer extra explanation and detail with correct tenses. (C&L)</p>	<p>leave spaces between words</p> <p>join words and joining clauses using "and"</p> <p>Use familiar adjectives to add detail e.g. red apple, bad wolf</p>	<p>use expanded noun phrases to describe and specify</p> <p>attempt some varied vocab and use some varied sentence openings e.g. time connectives</p>	<p>extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p>	<p>extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p>	<p>use a thesaurus use expanded noun phrases to convey complicated information concisely</p> <p>use modal verbs or adverbs to indicate degrees of possibility</p>	<p>use a thesaurus use expanded noun phrases to convey complicated information concisely</p> <p>use modal verbs or adverbs to indicate degrees of possibility</p>
<p>Planning Writing children should:</p>	<p>Think of, say and write a simple sentence, sometimes using a capital letter and full stop. (LIT)</p> <p>Talk about and respond to stories (rhymes and songs) with actions, recalling key events and innovating (alternate aspect). e.g character, settings, object. (C&L)</p> <p>Talk about elements of a topic using newly introduced vocabulary and extending sentences using a range of conjunctions to offer extra explanation and detail with correct tenses. (C&L)</p>	<p>say out loud what they are going to write about compose a sentence orally before writing it</p>	<p>plan or say out loud what they are going to write about</p>	<p>discuss and record ideas compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p>	<p>discuss and record ideas compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p>	<p>note and develop initial ideas, drawing on reading and research where necessary</p>	<p>note and develop initial ideas, drawing on reading and research where necessary</p>

Brooke Weston Trust Primary Writing Curriculum Progression Document

<p>Drafting Writing children should:</p>	<p>To think of, say and write a simple sentence, sometimes using a capital letter and full stop. (LIT)</p>	<p>sequence sentences to form short narratives</p>	<p>write down ideas and/or key words, including new vocabulary encapsulate what they want to say, sentence by sentence</p>	<p>organise paragraphs around a theme in narratives, create settings, characters and plot in non-narrative material,</p> <p>use simple organisational devices (headings & subheadings)</p>	<p>organise paragraphs around a theme in narratives, create settings, characters and plot in non-narrative material,</p> <p>use simple organisational devices (headings & subheadings)</p>	<p>select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action</p> <p>precising longer passages</p> <p>use 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</p>	<p>select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action</p> <p>precising longer passage</p> <p>s use 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</p>
<p>Editing Writing children should:</p>	<p>To check written work by reading and make changes where necessary.(LIT)</p>	<p>re-read what they have written to check that it makes sense</p> <p>discuss what they have written with the teacher or other pupils</p>	<p>re-read what they have written to check that it makes sense</p> <p>discuss what they have written with the teacher or other pupils</p>	<p>evaluate their writing with the teacher and other pupils</p> <p>re-read 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>proofread to check for errors in spelling, grammar and punctuation</p>	<p>evaluate their writing with the teacher and other pupils</p> <p>re-read 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>proofread to check for errors in spelling, grammar and punctuation</p>	<p>assess the effectiveness of their own and others' writing propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensure the consistent and correct use of tense throughout a piece of writing</p> <p>ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>proofread for spelling and punctuation errors</p>	<p>assess the effectiveness of their own and others' writing propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensure the consistent and correct use of tense throughout a piece of writing</p> <p>ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>proofread for spelling and punctuation errors</p>
<p>Performing Writing children should:</p>	<p>Think of, say and write a simple sentence, sometimes using a capital letter and full stop.</p>	<p>read their writing aloud clearly enough to be heard by their peers and the teacher</p>	<p>read aloud what they have written with appropriate intonation to make the meaning clear</p>	<p>read their own writing aloud, 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 their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>	<p>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>

Brooke Weston Trust Primary Writing Curriculum Progression Document

Writing Long Term Plan -Non-negotiable coverage

	Autumn		Spring		Summer 1	
Year One	Writing to Entertain	Writing to Inform	Writing to Entertain	Writing to Inform	Writing to Entertain	Writing to Inform
	Traditional tale – own version Narrative: own version based on a book Poetry – list poem, nursery rhymes and ‘read aloud’ poem	Instructions Captions Lists	Description – character and setting Traditional tale – own version Narrative: own version based on a book	Personal recount Oracy-discussion-opinions about a topic (e.g. Geog., R.E.)	Narrative: own version based on a book. Read aloud poem.	Information (non-chronological report based on significant person)-what questions would we ask to find out more information about Fire/people) Letter (could be to new teacher)
Year Two	Writing to Entertain	Writing to Inform	Writing to Entertain	Writing to Persuade	Writing to Entertain	Writing to Inform
	Traditional tale – own version Narrative: own version based on a book Description – character and setting Poetry – acrostic and shape poems	Personal recount Instructions Non-chronological report	Traditional tale – own version Narrative: own version based on a book Description – character and setting	Information: persuade or inform Letters Oral explanation (possibly linked to the foundation curriculum)	Traditional tale – own version Narrative: own version based on a book Description – character and setting Poetry – 3 verse poems based on movement with performance/recital	Personal recount Non-chronological report Oracy-discussion-opinions about a topic (e.g. history, R.E)
Year Three	Writing to Entertain	Writing to Inform	Writing to Entertain	Writing to Persuade	Writing to Inform	Writing to Entertain
	Traditional tale – based on history or an alternative version (e.g. The Egyptian Cinderella or the alternative 3 little pigs) Narrative based on text - detailed character and setting description	Newspaper report about a current event. (This must not be linked to history as the children have not lived in this period.)	Narrative based on text – suspense Poem with repeated structure	Advert Letter Oracy - debate	Explanation	Narrative based on text – adventure.

Brooke Weston Trust Primary Writing Curriculum Progression Document

Year Four	Writing to Entertain	Writing to Inform	Writing to Entertain	Writing to Inform	Writing to Persuade	Writing to Entertain
	Narrative: story from a different point of view, historical setting, (e.g. Beowulf) Narrative based on text - detailed character and setting description	Explanation Information	Poetry – nonsense poetry Narrative: Film narrative Narrative based on text - detailed character and setting description	Newspaper report (e.g. linked to saving electricity/energy)	Leaflet Letter Oracy - debate	Narrative: Story from a different culture Narrative based on text - detailed character and setting description
Year Five	Writing to Entertain	Writing to Inform	Writing to Entertain	Writing to Persuade	Writing to Entertain	Writing to Discuss
	Narrative: Stories from other cultures, Myth – Greek, Roman or Maya myth	Information - based on Hunstanton trip Biography	Narrative: classic fiction (write in style of author e.g. Enid Blyton, Charles Dickens, Lewis Carrol) Play script linked to Shakespeare (this should be a oracy or performance focus)	Letter	Non-linear narrative – adventure story includes a time slip (e.g. a flashback within a story) Poetry – change in tense in final stanza	Debate Essay (cross-curricular e.g. answering an enquiry question linked to topic work – not necessarily completed within English lessons)
Year Six	Writing to Entertain	Writing to Persuade and Inform	Writing to Entertain	Writing to Inform	Writing to Entertain	Writing to Discuss, Inform and persuade (pick up any genres gaps identified by internal moderation)
	Narrative: stories with flashbacks (e.g. The Piano), suspense and creating atmosphere and dual narrative (third person with a first-person account) Poetry – narrative poetry – use this to write a non-linear narrative (This could be linked to WW2)	Essay (cross-curricular e.g. answering an enquiry question linked to topic work – not necessarily completed in English lessons) Letter	Narrative: traditional tale with a twisted plot (atmosphere within plot suddenly darkens), suspense and creating atmosphere and dual narrative (third person with a first-person account)	Non-chronological report Explanation	Narrative: stories with flashbacks, traditional tale with a twisted plot, play script, suspense and creating atmosphere and dual narrative (third person with a first-person account) Poetry – narrative poetry – use this to write a non-linear narrative	Discursive argument (Writing to discuss) Newspaper recount (Writing to inform) Leaflet - linked to locality (Writing to persuade)

Brooke Weston Trust Primary Writing Curriculum Progression Document

Writing Progression – Year 1 (Throughout Year 1, ensure that EYFS knowledge is reviewed and continue to embed previous learning)

Key Skills, Autumn, Spring, Summer

Transcription (link handwriting, dictation and spelling):

- Handwriting – Follow RWI letter formation for the majority of Year 1. Assess which children may be able to move on to cursive by the Summer term in preparation for Year 2.
- Dictation – Within RWI sessions, 'hold a sentence' then 'tick and fix'.
- Spelling – See Appendix A

Pupils should be taught to:

- 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
- Sit letters on the line
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these

Sentence and Composition

To say (orally rehearse) then write simple sentences (subject verb adverb) such as:

- The Giant is scary.
- Jack saw the giant.
- The Gruffalo has sharp claws

Sequence sentences to form short narratives, such as:

- Jack saw the giant. The giant was scary. Jack ran away.

To begin to use adjectives (noun phrases) to add detail.

- Jack saw the big giant.

Join words and join clauses using the coordinating conjunction 'and'.

- The giant was big and scary.
- Jack saw the giant and the giant was scary.

Identify exclamation and command sentences-

- Bang!
- Chop the fruit.

To begin to write questions using the words:

- Where
- Why
- What
- When
- Who

Orally compose and write poetic devices: alliteration, rhyme, repetition

- Big, bad, bear.
- The turnip grew and grew and grew.

Use 'but' and 'so' to join clauses:

- Come along, but do not forget your wellington boots.
- It will be lots of fun, so don't be late!

Re-read what you have written and check it makes sense.

Terminology children must learn and understand:

Vocab and grammar

To begin to identify different word classes.

- Common nouns (dog, house, tree)
- proper nouns (Kate, Ben, Leyton, Kettering, Corby, Wisbech, Monday, September)
- adjectives (green, red, large, small, hot, cold, scary, happy – feel free to extend vocabulary to meet the needs of your children e.g. exhausted, scorching)

Terminology for pupils: letter, capital letter word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark, noun, adjective, root word

Use the spelling rule for adding 's' or 'es' for the verbs and plurals of nouns.

Use the prefix 'un'.

Suffixes where no change is needed in the spelling of root words (using 'ing', 'ed', 'er' and 'est')

Punctuation

- To begin to use capital letters and full stops to mark sentences.
- To begin to use capital letters for names of people.
- To begin to use a capital letter for the personal pronoun 'I'.
- To begin to use finger spaces between words.
- To begin to write simple sentences with increasing independence.
- Begin to write headings

Brooke Weston Trust Primary Writing Curriculum Progression Document

Discuss what they have written with the teacher or other pupils.
 Read their writing aloud, clearly enough to be heard by their peers and their teacher.
 Children know how to tick and fix.

Week	spelling	Statutory requirements	Rules and guidance (non-statutory)	Examples
Revision of Reception Work				
R.W.Inc. Set Three Sounds				
1	ee:ea		<i>cup of tea</i>	sea beach each peach reach teach lead read (<i>present</i>) speak weak deal real clean cheap beat eat cheat heat meat neat seat treat ease speak steal steam cream dream scream team mean please east beast feast easy eager appear disappear disease decrease increase reason season treason breathe defeat repeat retreat treatment
2	oi		<i>Spoil the foil</i> The digraph oi is never used at the end of English words.	coil coin foil join oil point soil toil choice voice rejoice avoid spoil spoilt toilet ointment joint point appointment disappoint anoint noise poison
3	a-e		<i>Make a cake</i>	made cage page cake lake make take care came game name same date gate late mate gave save wave shade brake flake shake flame shame plane grape shape plate grave shave slave care fare share square stare
4	i-e		<i>Nice smile</i>	tide wide bike hike like time fine line mine pine wine pipe wise bite kite size wise inside Smile stile while chime crime slime shine spine fire hire shire spire tire wire alive drive live prize
5	o-e		<i>Phone home</i>	coke joke poke woke hole dome home cope hope pope rope hose nose roe vote broke broken choke smoke spoke spoken woken stone throne close those chose chosen froze frozen
6	u-e		<i>Huge brute</i> Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as u-e.	cube tube rude duke tune cute chute use abuse fuse brute huge
7	or: aw		<i>Yawn at dawn</i>	claw draw flaw in-law jaw law outlaw paw raw saw straw lawn yawn awkward awful
8	air: are		<i>Care and share</i>	bare dare care share scared square aware
9	ur		<i>nurse with a purse</i>	disturb church murder murmur burn burnt return Saturn turn surprise purpose curse nurse purse burst Thursday Saturday hurt further urgent

Brooke Weston Trust Primary Writing Curriculum Progression Document

10	ir: er		better letter unstressed schwa sound : under	under over never silver river sister another brother mother father together paper water after brighter farmer faster fighter lighter neater prouder reader slower starter stronger teacher tighter weaker worker baker braver closer dancer driver larger later liner maker nicer rider ripper ruder shaver smiler timer wider
11	ir: er		Her serve (not in RWInc.) stressed sound : her	her herb verb term stern verse nerve serve
12	ir: ear	Not on 2014	Early earthworm (not in RWInc.)	early earn earth earthquake earthworm heard learn pearl rehearse research search yearn
13	ow		Brown cow	allow brow cow how now brown clown crown down drown town crowd powder towel owl growl flower power shower tower bow
14	ai		Snail in the rain The digraph ai is never used at the end of English words.	wait Gail hail nail pail sail again brain drain pain grain paint plain rain saint train faith affair afraid against bargain Britain certain complain curtain complain curtain despair entertain fountain mountain obtain praise raise refrain remain repair straight traipse
15	oa		Goat in a boat The digraph oa is very rare at the end of an English word.	load road toad loaf cloak oak soak soap boat coat float gloat goat oat throat approach poach coach goal groan loan moan boast coast roast toast
16	<u>oo</u> : ew		Chew the stew Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as ew . If words end in the /oo/ sound, ew is a more common spelling than oo .	blew chew crew dew drew few flew grew Jew new renew screw stew threw
17	ire		I don't like this. Why isn't it i-e?	
18	ear		Hear with your ear	dear ear fear hear near spear year
19	ure	not in 2014 curriculum	Sure it's pure	sure pure treasure measure creature feature miniature signature temperature
20	-ff	The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck	The /f/, /l/, /s/, /z/ and /k/ sounds are usually spelt as ff, ll, ss, zz and ck if they come straight after a single vowel letter in short words. Exceptions: if, pal, us, bus, yes.	cliff sniff stiff huff puff stuff off
21	-ll			ball call fall hall tall wall bell fell hell sell tell well yell
22	-ss			hiss kiss miss bless dress less mess press cross across moss fuss
23	-zz			buzz fizz frizz fuzz jazz whizz
24	-ck			back pack rack sack kick lick pick sick tick deck neck peck lock rock sock duck luck muck suck tuck back crack lack rack stack track flick block clock rock shock smock duck stuck truck

Brooke Weston Trust Primary Writing Curriculum Progression Document

25	-nk	The /ŋ/ sound spelt n before k		bank blank plank sank stank tank blink drink ink pink sink stink wink
26	-tch		The /tʃ/ sound is usually spelt as tch if it comes straight after a single vowel letter. Exceptions: rich, which, much, such.	catch hatch latch match patch thatch watch sketch fetch stretch itch pitch stitch switch witch kitchen clutch hutch
27	-ve		English words hardly ever end with the letter v, so if a word ends with a /v/ sound, the letter e usually needs to be added after the 'v'.	have live give
28	-s	Adding s and es to words (plural of nouns and the third person singular of verbs)	If the ending sounds like /s/ or /z/, it is spelt as -s . If the ending sounds like /ɪz/ and forms an extra syllable or 'beat' in the word, it is spelt as -es .	cats hats nets nuts pets pots rats cups mops pips beds lids pads rods vans bins hens bags legs pigs boasts boats books chairs sweets screams speaks waves hopes hates slides likes addresses angles bubbles diseases farmers flowers horses houses markets murderers nights nurses parks puppets shirts streams surprises
29	-es			benches lunches beaches peaches gases buses brushes bushes crashes fishes wishes classes dresses glasses kisses boxes foxes sixes taxes buzzes coaches teaches preaches reaches fishes rushes wishes crushes hisses fizzes churches
30	-ing	Adding the endings -ing , -ed and -er to verbs where no change is needed to the root word	-ing and -er always add an extra syllable to the word and -ed sometimes does. The past tense of some verbs may sound as if it ends in /ɪd/ (extra syllable), /d/ or /t/ (no extra syllable), but all these endings are spelt -ed . If the verb ends in two consonant letters (the same or different), the ending is simply added on. hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper	beating boiling coaching fishing floating joining looking painting preaching reading sailing shooting sleeping teaching thinking burning counting discovering disturbing drawing filtering frightening gleaming hurting murmuring parking renewing returning starting streaming throwing watering working
31	-ed			asked blocked called camped crossed killed packed passed pecked picked pressed puffed rocked sacked sniffed tricked walked enjoyed joined moaned nailed opened played sailed looked cooked soaked booted floated heated invented noted painted pointed shifted waited dented dusted ended funded grunted handed hunted landed lifted listed melted mended planted rusted tested assorted crowded disobeyed displeased disturbed flawed frightened marked murdered powered sorted turned surrounded discovered started revisited exploited obtained remained repaired cemented complained
32	-er			hunter jumper buzzer boxer runner walker singer
33	-er	Adding -er and -est to adjectives where no change is needed to the root word	As with verbs (see above), if the adjective ends in two consonant letters (the same or different), the ending is simply added on.	colder longer older richer smaller smoother sweeter taller braver closer ripper safer wider wiser
34	-est			coldest longest oldest richest smallest sweetest bravest safest brightest fastest kindest neatest slowest strongest weakest wildest bravest closest largest latest nicest ripest rudest
Continuation of vowel digraphs				
35	e-e		Complete these (not in RWInc.)	these theme complete
36	e:ea		Bread is ready (not in RWInc.)	bread dead head instead read ready spread thread meadow deaf health weapon measure pleasure treasure breath death feather weather leather threaten heaven heavy
37	oe		Toe goes in a sock (not in RWInc.)	toe goes buffaloes cargoes dominoes echoes eskimoes heroes mangoes potatoes tomatoes volcanoes]

Brooke Weston Trust Primary Writing Curriculum Progression Document

38	oo: ue		A true clue (not in RWInc.) Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as ue . If words end in the /oo/ sound, ue is a more common spelling than oo .	blue clue true rescue Tuesday
39	igh: ie		Tie up a pie (not in RWInc.) Links to past tense rule for a word ending in a y. Change the y to i.	lie tie pie applied cried denied fried lied relied replied satisfied spied supplied tried
40	ee: ie		Believe to achieve (not in RWInc.)	achieve belief believe brief chief field fiend friend grief mischief niece piece pier relief shield shriek siege thief
41	or: or		Torn corn (not in RWInc.)	or cord fork form worn fort deform storm born corn morning torn horse north port short snort sort sport cornet
42	or: ore		Score more (not in RWInc.)	more score before wore shore
43	or: au		Autumn sauce (not in RWInc.)	sauce saucer fault haul autumn trauma haunt launch laundry taunt applause august because cause clause pause author
44	air: ear		Wear a bear! (not in RWInc.)	bear pear wear
45	ee: -y			bony flaky greasy lazy nosy prickly rosy scary shiny slimy smiley smoky sparkly spiky stony tasty wavy
46	ur	not in 2014 curriculum	Nurse with a purse	church purse nurse turn disturb burn surprise
47	ph	New consonant spellings ph and wh	The /f/ sound is not usually spelt as ph in short everyday words (e.g. fat, fill, fun).	dolphin alphabet autograph autobiography biography cellophane elephant geography graph nephew orphan paragraph phantom phase pheasant phrase photocopy photograph physical sphere telephone
48	wh		whale what wheat when where whether which while whine whisker whisper whistle white who whole whose why anywhere everywhere somewhere	
49	c: k	Using k for the /k/ sound	The /k/ sound is spelt as 'k' rather than as c before e, i and y.	Kent kept kill king kiss skid skill skin skip sky kit frisky sketch
50	un-	Adding the prefix -un	The prefix un- is added to the beginning of a word without any change to the spelling of the root word.	unable unbeaten unblock uncover uncut undo unfair unfit unfold unhappy unkind unload unlucky unpack unselfish unwell unwilling unwind unaccompanied unachievable unannounced unappealing unarmed unashamedly unattached unattainable unattractive unaware unbeaten unbelievable unbreakable uncertain uncomfortable unconscious undisturbed ungrateful uninterested unmistakable unofficial unpleasant unpopular unqualified unsociable unusual
51		compound words	Compound words are two words joined together. Each part of the longer word is spelt as it would be if it were on its own.	bedroom blackbird bonfire cloakroom clockwise cupboard database football goalkeeper goodnight grandfather handbag household joystick outside paintbrush playground popcorn sandwich tablecloth upstairs waterproof weekend windmill
	Red words	Common exception words	Pupils' attention should be drawn to the grapheme-phoneme correspondences that do and do not fit in with what has been taught so far.	the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our - and/or others, according to the programme used

Brooke Weston Trust Primary Writing Curriculum Progression Document

Writing Progression – Year 2 (Throughout Year 2, ensure that Year 1 knowledge is reviewed and continue to embed previous learning)

Key Skills, Autumn, Spring, Summer

Transcription (link handwriting, dictation and spelling):

- Handwriting – Follow RWI letter formation for the beginning of Year 2. Progress the children on to cursive handwriting in preparation for Year 3, when ready.
- Dictation – Write from memory simple sentences dictated by the teacher, including words using the GPCs, common exception words and punctuation taught so far.
- Spelling – See Appendix A

Pupils should be taught to:

- 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 capital letters and digits of the correct size, orientation and relationship to one another and lower-case letters
- Use spacing between words that reflects the size of the letters

Sentence

To advance the use of co-ordinating conjunction to link clauses (and, so or, but)

To use subordinating conjunctions (when, if, that, because)

Use 'when' and 'because' in the middle of a sentence.

Use expanded noun phrases to describe or specify

- The blue butterfly
- The enormous, blue butterfly.

Begin to use poetic devices, alliteration, rhyme and repetition:

Dreadful, dangerous dragon

They pulled and pulled, but...

To use a range of sentences with different forms:

- Statements - (I like cake)
- Question – (Do you like cake?)
- Exclamation – (What an amazing cake!)
- Command (Make me a cake)

Use range of prepositions –behind, above, along, before, between, after

Introduce and expose children to paragraphing

Advance use of exclamation sentences using What, how!

'What are you doing?'

'How amazing!'

Use rhetorical questions:

Did you know?

How would you feel?

Terminology children must use and understand:

Vocabulary and Grammar

- To identify and use different word classes.
 - Common nouns (dog, house, tree)
 - Proper nouns (Kate, Ben, Leyton, Kettering, Corby, Wisbech, Monday, September)
- Correct choice and consistent use of
 - present tense (He is jumping)
 - past tense (He jumped)
- The use of progressive form of verbs to mark actions in progress
 - Present tense (She is drumming)
 - Past tense (He was shouting)
- To begin to add suffixes to words where there is a change in the root word.
 - Plural suffixes –s and -es
- Add suffixes to turn adjectives into adverbs (e.g. quiet to quietly)
 - -ly, -er, -est
- Add suffixes to spell longer words
 - -ment, -ness, -ful, -less,
- To understand and use compound words (superman, whiteboard)
- To begin to identify adverbs (He ran quickly)

Punctuation

Brooke Weston Trust Primary Writing Curriculum Progression Document

<p>Composition</p> <ul style="list-style-type: none"> Consider what they are going to write before beginning by; 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. Make simple additions, revision and corrections to their own writing by: <ul style="list-style-type: none"> - evaluating their writing with the teacher and other pupils, - re-reading to check that their writing makes sense - re-read to check that verbs are used to indicate time are used correctly and consistently, including verbs in the continuous form (e.g. sitting, walking, jumping) - proof reading to check for errors in spelling, grammar and punctuation. Read aloud what they have written with appropriate intonation to make the meaning clear. 	<ul style="list-style-type: none"> To use capital letters and full stops to demarcate sentences To begin to use apostrophes for contracted form (didn't, isn't, can't) To begin to use apostrophes for the possessive form (Debbie's table) To learn how to use commas to separate items in a list Learn how to use exclamation marks and question marks
---	---

Week	spelling	Statutory requirements	Rules and guidance (non-statutory)	examples
1				
2	dge	The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y	At the end of a word, the /dʒ/ sound is spelt –dge straight after the /æ/, /ɛ/, /ɪ/, /ɒ/ and /ʌ/ sounds (sometimes called 'short' vowels).	badge badger edge hedge ledge sledge bridge ridge lodger budget fudge judge nudge trudge sludge smudge
3	dge: ge		After all other sounds, whether vowels or consonants, the /dʒ/ sound is spelt as –ge at the end of a word.	age cage page sage damage change bulge village strange
4	dge: g		In other positions in words, the /dʒ/ sound is often (but not always) spelt as g before e, i, and y.	gem giant magic giraffe energy ginger general genius gentle geometry gym danger angel digest emergency energy engineer energy engineer giant imagine intelligent legend register stranger tragic
5	dge: j		The letter j is never used for the /dʒ/ ("dge") sound at the end of English words.	jacket jar jog join adjust joke juggle enjoy joint jerseys jockeys journeys injuries jellies banjos jewellery journalist January subject
6	s: c	The /s/ sound spelt c before e, i and y		race ice cell city fancy dice ice nice price rice slice spice twice rejoice cinema circle circuit circular circus citizen city cease cellar cement cent centipede centre centurion century certain cycle cyclist cyclone cygnet cymbals face palace place race space surface trace dice ice nice price rice slice spice twice chance dance pencil decide recite
7	n: kn	The /n/ sound spelt kn and (less often) gn at the beginning of words	The 'k' and 'g' at the beginning of these words was sounded hundreds of years ago.	knee kneel knew knickers knight knit knives knob knock knot know knuckle knife
8	n: gn			gnarled gnash gnat gnaw gnomes sign

Brooke Weston Trust Primary Writing Curriculum Progression Document

9	r: wr	The /ɹ/ sound spelt wr at the beginning of words	This spelling probably also reflects an old pronunciation	wrap wrapper wreck wrestle wriggle wrinkle wrist write wrong wriggly wrinkly
10	l: le	The /l/ or /əl/ sound spelt -le at the end of words	The -le spelling is the most common spelling for this sound at the end of words.	bubble scribble cuddle middle muddle puddle paddle riddle saddle juggle smuggle apple battle bottle kettle little dazzle drizzle puzzle bible bundle candle dawdle handle needle noodle poodle chuckle prickly tickle uncle angle ankle grumble able cable fable sable table sample simple
11	l: el	/l/ or /əl/ sound spelt -el at the end of words	The -el spelling is much less common than -le. The -el spelling is used after m, n, r, s, v, w and more often than not after s.	camel tunnel squirrel travel towel tinsel marvel excel rebel quarrel angel label cancel
12	l: al	The /l/ or /əl/ sound spelt -al at the end of words	Not many nouns end in -al, but many adjectives do.	accidental comical critical electrical eventual exceptional fatal final individual logical magical medical musical national natural normal occasional original ornamental personal practical regional sensational several traditional physical racial social special official financial commercial artificial torrential confidential essential influential initial partial circumstantial illogical irrational illegal impartial immoral immortal unusual impractical al racial social special physical official financial exceptional artificial commercial torrential confidential essential influential initial partial
13	l: il	Words ending -il	There are not many of these words	spoil pencil fossil nostril devil
14	igh: y end	The /aɪ/ sound spelt -y at the end of words	This is by far the most common spelling for this sound at the end of words.	by cry dry fly fry my sky sly sty try apply deny rely reply supply
15	Plural y - ies Nouns	Adding -es to nouns and verbs ending in -y	The y is changed to i before -es is added.	armies berried babies centuries cities countries diaries dictionaries enemies fairies factories families hobbies injuries jellies ladies libraries lollies lorries memories arties photocopies ponies puppies
16	Plural y - ies			applies bullies cries denies fries lies relies replies qualities satisfies spies supplies tries carries hurries marries scurries tidies varies worries
17	y to ied	Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it.	The y is changed to i before -ed, -er and -est are added, but not before -ing as this would result in ii. The only ordinary words with ii are skiing and taxiing.	applied bullied cried denied fried lied relied replied qualified satisfied spied supplied tried carried hurried married scurried tidied varied worried
18	y to ier			angrier busier clumsier chillier cosier crazier dirtier dustier funnier happier healthier heavier hungrier lazier lonelier lovelier luckier merrier nastier noisier prettier rustier sillier tidier
19	y to iest			angriest busiest clumsiest chilliest cosiest craziest dirtiest dustiest funniest happiest healthiest heaviest hungriest laziest loneliest loveliest luckiest merriest nastiest noisiest prettiest rustiest silliest tidiest
20	y+ing			crying drying frying prying trying applying carrying denying hurrying marrying replying relying scurrying supplying tidying varying
21	e to ing	Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it	The -e at the end of the root word is dropped before -ing, -ed, -er, -est, -y or any other suffix beginning with a vowel letter is added. The exception is being.	closing driving hoping joking liking lining making naming poking saving scraping shaking sliding smiling smoking stroking taking timing tuning using waving bouncing calculating celebrating competing composing damaging dancing deciding decreasing exploring imagining including increasing measuring pausing preserving puncturing traipsing whistling wrestling wriggling writing
22	e to ed			amazed closed lined named saved smiled tuned used waved baked hoped joked liked shaped smoked fated hated mated stated disused grumbled surprised included juggled displeased replaced disabled misbehaved refused decoded stroked dawdled served
23	e to er			closer nicer driver hoper joker liker liner maker namer poker saver scraper shaker slider smiler smoker stroker taker timer tuner user waver
24	e to est			closest nicest
25	e to ey			smoky wave - wavy shake - shaky shine - shiny

Brooke Weston Trust Primary Writing Curriculum Progression Document

26	Doubling Consonant	ing	Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter	The last consonant letter of the root word is doubled to keep the /æ/, /ε/, /ɪ/, /ɒ/ and /ʌ/ sound (i.e. to keep the vowel 'short'). Exception: The letter 'x' is never doubled: mixing, mixed, boxer, sixes.	patting clapping cutting digging dragging dropping flapping getting grabbing hopping hugging humming letting planning running shopping skipping spinning stepping wetting winning slipping stopping
27		ed			chatted chopped clapped dragged dripped dropped fitted grabbed hopped hugged patted permitted pinned planned popped rubbed skipped slapped slipped stepped stopped trapped wrapped
28		er			fatter planner shredder winner spinner skipper swimmer beginner thinner fitter robber shopper chopper hopper runner drummer rubber cutter bigger hotter
29		est			biggest thinnest fattest fittest hottest
30		y			runny sunny funny
31	or: a	The /ɔ:/ sound spelt a before l and ll	The /ɔ:/ sound ("or") is usually spelt as a before l and ll.	all ball call walk talk always small tall wall stalk almighty almost alone along already also altogether always	
32	u: o	The /ʌ/ sound spelt o		other mother brother nothing Monday monkey	
33	plural ey	The /i:/ sound spelt -ey	The plural of these words is formed by the addition of -s (donkeys, monkeys, etc.).	trolley turkey valley donkey jersey jockey journey key monkey chimney abbey	
34	o: a	The /ɒ/ sound spelt a after w and qu	a is the most common spelling for the /ɒ/ ('hot') sound after w and qu.	wad wallet wand wand wander want was wash wasp watch swab swallow swamp swan swap swat squabble quality quantity quarter squash qualified	
35	er: a	The /ɜ:/ sound spelt or after w	There are not many of these words.	word work worm world worth earthworm	
36	or: a	The /ɔ:/ sound spelt ar after w	There are not many of these words.	war warm towards	
37		The /z/ sound spelt s	-sion comes in to Y3/4?	television, treasure, usual	
38	ment	suffixes -ment, -ness, -ful, -less and '-ly'	If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words. Exceptions: (1) argument (2) root words ending in -y with a consonant before it but only if the root word has more than one syllable. (3) root words ending in -e with an l before it changes to -ly .	achievement advertisement amusement arrangement employment encouragement enjoyment environment excitement government management movement ornament replacement statement	
39	ness			braveness childishness darkness fairness foolishness kindness lateness suddenness wickedness willingness emptiness happiness heaviness hungriness laziness loneliness tidiness	
40	ful			boastful careful faithful forgetful handful grateful harmful hateful helpful hopeful mouthful painful playful powerful spiteful thankful useful beautiful delightful doubtful fanciful pitiful plentiful resentful respectful sorrowful successful thoughtful truthful wonderful	
41	less			ageless careless endless fearless helpless homeless hopeless lifeless painless powerless seedless shameless smokeless speechless thankless timeless useless colourless thoughtless	
42	ly			blindly bravely correctly fairly hardly kindly lively loudly proudly sadly shyly slightly slowly suddenly sweetly angrily clumsily easily happily heavily hungrily lazily luckily merrily noisily prettily readily speedily steadily wearily comfortably cuddly gently grumbly horribly miserably possibly probably simply sparkly suitably terribly visibly wriggly wrinkly	
43		Contractions	In contractions, the apostrophe shows where a letter or letters would be if the words were written in full (e.g. can't – cannot). It's means it is (e.g. It's raining) or sometimes it has (e.g. It's been raining), but it's is never used for the possessive.	aren't can't couldn't didn't doesn't don't hadn't hasn't haven't he'd he'll he's I'd I'll I'm I've isn't it's let's mightn't mustn't shan't she'd she'll she's shouldn't that's there's they'd they'll they're they've we'd we're we've weren't what'll what're what's what've where's who'd who'll who're who's who've won't wouldn't you'd you'll you're you've	

Brooke Weston Trust Primary Writing Curriculum Progression Document

44		The possessive apostrophe (singular nouns)		Simon's coat Sarah's jumper the boy's toys the girl's friend the dog's bone the computer's mouse the car's engine the man's boat the woman's bike
45	-tion	Words ending in -tion		action addition addiction ambition attention competition condition devotion education fiction fraction information investigation multiplication prediction question reaction reflection relation station affection caution celebration circulation composition conversation conservation description direction examination exhibition indigestion precaution prescription promotion protection quotation sensation separation subtraction ventilation vibration refraction transaction
	homo-phones	Homophones and near-homophones	It is important to know the difference in meaning between homophones.	there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight air- heir aisle- isle ante- -anti- eye- I bare- bear be- bee brake- break buy- by cell- sell cent- scent cereal- serial coarse- course complement- compliment dam- damn dear- deer die- dye fair- fare fir- fur flour- flower or- four hair- hare heal- heel hear- here him- hymn hole- whole hour- our idle- idol in- inn knight- night knot- not know- no made- maid mail- male meat- meet morning- mourning none- nun oar- or one- won pair- pear peace- piece plain- plane poor- pour pray- prey principal- principle profit- prophet real- reel right- write root- route sail- sale sea- see seam- seem sight- site sew- so shore- sure sole –soul some- sum son- sun stair- stare stationary- stationery steal- steel suite- sweet tail- tale their- there- they're to- too- two toe- tow waist- waste wait- weight way- weigh weak- week wear- where
	Red Words	Common exception words	Some words are exceptions in some accents but not in others – e.g. past, last, fast, path and bath are not exceptions in accents where the a in these words is pronounced /æ/, as in cat. Great, break and steak are the only common words where the /eɪ/ sound is spelt ea. Note: 'children' is not an exception to what has been taught so far but is included because of its relationship with 'child'.	door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas – and/or others according to programme used.

Brooke Weston Trust Primary Writing Curriculum Progression Document

Writing Progression – Year 3 – Throughout Year 3, ensure that Year 2 knowledge is reviewed and continue to embed previous learning **Key Skills, Autumn, Spring, Summer**

Transcription (link handwriting, dictation and spelling):

- Handwriting – Majority of children using cursive handwriting. Those who have not yet secured letter formation to access RWI handwriting intervention.
- Dictation – Using the skills associated with Year 3 or skills currently being taught, children write simple sentences from memory
- Spelling – See Appendix A

Pupils should be taught to:

- Increase the legibility, consistency and quality of their handwriting
- Ensure that the downstrokes of the letters are parallel and equidistant
- Lines of writing are spaced sufficiently so that ascenders and descenders are spaced sufficiently
- Use the first two or three letters of a word to check the spelling of words in a dictionary

Sentence

- To extend the range of sentences with more than one clause by using a wider range of subordinating conjunctions (when, if, because, although)
- Express time, place and cause using:
 - conjunctions (when, while, after, if, because, although, so)
 - adverbs (Then, next, soon, therefore, playfully, slowly)
 - prepositions (before, after, during, in, because of)
- To use the present perfect form of verbs in contrast to the past tense (He has gone out to play/He went out to play)
- To choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition:
 - He, she, they, it,
- To introduce and identify a single-worded fronted-adverbials (Firstly, Suddenly)
- To use a wider range of sentence openers
- Use paragraphs to group related material

Terminology children must use and understand:

Vocabulary and Grammar

- To begin to identify and use different word classes.
 - Nouns, using a range of prefixes, including super-, anti-, and auto-
 - Adjectives
 - Verbs
 - Adverbs
 - Determiners (A/An using knowledge of vowels and consonants)
 - Preposition
 - Conjunctions
 - Subordinating conjunctions
 - Main clause
 - Subordinate clause

Brooke Weston Trust Primary Writing Curriculum Progression Document

<ul style="list-style-type: none"> ● Use possessive pronouns: -his, hers, their, mine, our ● Use headings, sub-headings and bullet points to aid presentation ● Use alliteration, repetition, onomatopoeia <ul style="list-style-type: none"> - Rapid, raging river - He stirred and stirred - Crunch. Slop <p>Composition</p> <ul style="list-style-type: none"> ● Pupils should be taught to: <ul style="list-style-type: none"> - plan their writing by: <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 - draft and write by: <ul style="list-style-type: none"> - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) - organising paragraphs around a theme - in narratives, creating settings, characters and plot - Begin to use 'show' don't tell (e.g. gradually reveal character or plot to create interest) - in non-narrative material, using simple organisational devices [for example, headings and sub-headings] ● evaluate and edit by: <ul style="list-style-type: none"> - assessing the effectiveness of their own and others' writing and suggesting improvements - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences ● 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. 	<ul style="list-style-type: none"> ● To deepen understanding of how to change verbs into the progressive form by adding -ing ● Develop consistent use of correct tense throughout a piece of writing ● Word families based on common words, showing how words are related in forms and meaning (solve, solution, solver, dissolve and insoluble) <p>Punctuation</p> <ul style="list-style-type: none"> ● To begin to identify and use inverted commas to punctuate direct speech. ● To deepen understanding of the use of exclamation marks and question marks. ● To advance the use of the possessive apostrophe with singular nouns. (The girl's coat) ● To use apostrophes for contracted form (didn't, isn't, can't) ● To accurately use commas in a list ● To use commas after fronted adverbials (Quickly, the boy sprinted down the corridor)
---	--

Wk	Spelling	Statutory requirements	Rules and guidance (non-statutory)	Examples
Revision of work from years 1 and 2: Pay special attention to the rules for adding suffixes.				
1	i: y middle	The /ɪ/ sound spelt y elsewhere than at the end of words	These words should be learnt as needed.	myth gym Egypt pyramid mystery hymn crypt calypso crystal cygnet gypsy lyric mystery oxygen physics symbol system symptom syrup typical
2	u: ou	The /ʊ/ sound spelt ou	These words should be learnt as needed.	young touch double trouble country young enough couple cousin rough tough southern nourish courage
3	k: ch	Words with the /k/ sound spelt ch (Greek in origin)		scheme chorus chemist echo character chord chemistry stomach ache anchor schedule arachnophobia mechanic hypochondriac chaos character choir Christmas chemistry chemical chorus chemotherapy chrysalis chronic architect orchestra scheme technology

Brooke Weston Trust Primary Writing Curriculum Progression Document

4	sh: ch	Words with the // sound spelt ch (mostly French in origin)		chef chalet machine brochure chaise cached parachute moustache	
6	g: gue	Words ending with the /g/ sound spelt -gue the		analogue league colleague catalogue dialogue plague vague fatigue intrigue vogue rogue monologue prologue synagogue	
7	k: que	Words ending with the /k/ sound spelt -que (French in origin)		technique cheque unique critique antique torque plaque mosque picturesque baroque grotesque physique mystique opaque boutique oblique	
8	s:sc	Words with the /s/ sound spelt sc (Latin in origin)	In the Latin words from which these words come, the Romans probably pronounced the c and the k as two sounds rather than one - /s/ /k/	scenario scene scenery science scientist scissors discipline fascinate crescent abscess adolescent ascend	
9	ay:ei	Words with the /ei/ sound spelt ei, eigh, or ey		vein abseil beige feign feint rein reign surveillance veil	
10	ay: eigh			weigh eight neighbour sleigh neigh inveigh freight eight	
11	ay: ey			they obey	
12	'	reg plural	Possessive apostrophe with plural words	The apostrophe is placed after the plural form of the word; -s is not added if the plural already ends in -s , but is added if the plural does not end in -s (i.e. is an irregular plural - e.g. children's).	girls' boys' babies'
13	Prefixes	un-	Most prefixes are added to the beginning of root words without any changes in spelling	the prefix un- has a negative meaning	unable unbeaten unblock uncover uncut undo unfair unfit unfold unhappy unkind unload unlucky unpack unselfish unwell unwilling unwind unheard unaccompanied unachievable unannounced unappealing unarmed unashamedly unattached unattainable unattractive unaware unbeaten unbelievable unbreakable uncertain uncomfortable unconscious undisturbed ungrateful uninterested unmistakable unofficial unpleasant unpopular unqualified unsociable unusual
14		dis-		the prefix dis- has a negative meaning	disable disagree disarm disclose discover disease disgrace dislike disobey disorder disown displease disrepair distrust disuse disadvantage disallow disappear disappoint disapprove disassemble disbelief disbelieve discharge discolour discomfort disconnect disease disembark disembowel disfigure dishearten dishonest disinfect disinterested disjointed disobedient disqualify dissatisfy disadvantaged disappeared disappointed discontinued disqualified dissatisfied dissolved
15		mis		the prefix mis- has a negative meaning	misbehave misdeal misfire mishear mislead misplace misread misspell mistake misunderstand misuse misadventure miscalculate misfortune misinform misinterpret misjudge mismanage misunderstand misinformed misinterpreted mismanaged

Brooke Weston Trust Primary Writing Curriculum Progression Document

16		re-		re– means ‘again’ or ‘back’.	refill reform refresh refuse repay replace replay return reuse revisit redo refresh react redo renew reject reheat repeat rewrite rewind remove retake recycle rebuild rewire
17	suffix –ly	+ly	The suffix –ly The suffix –ly is added to an adjective to form an adverb. The rules already learnt still apply.	The suffix –ly starts with a consonant letter, so it is added straight on to most root words. Exceptions:	weekly wisely blindly bravely correctly fairly hardly kindly lively lonely loudly proudly sadly shyly slightly slowly suddenly sweetly accurately anxiously arguably conscientiously definitely entirely immediately in/accurately in/considerately in/decently in/sensitively in/significant in/sincerely necessarily patiently secretively separately strangely sufficiently surreptitiously suspiciously
18		y to an i		(1) If the root word ends in –y with a consonant letter before it, the y is changed to i, but only if the root word has more than one syllable.	angrily clumsily easily happily heavily hungrily lazily luckily merrily noisily prettily readily speedily steadily wearily hungrily necessarily guiltily noisily
19		le to ly		(2) If the root word ends with –le, the –le is changed to –ly.	gently simply humbly nobly
20	rules for -ous		The suffix –ous	Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters.	poisonous dangerous mountainous famous perilous luminous marvellous adventurous nervous ridiculous miraculous mischievous carnivorous herbivorous omnivorous
21				Sometimes there is no obvious root word.	tremendous enormous jealous fabulous generous tempestuous scrupulous ominous
22		-sure	Words with endings sounding like /ʒə/ or /tʃə/	The ending sounding like /ʒə/ is always spelt –sure.	measure treasure pleasure enclosure composure closure disclosure enclosure leisure pressure exposure reassure
23		-ture	The ending sounding like /tʃə/ is often spelt –ture, but check that the word is not a root word ending in (t)ch with an er ending – e.g. teacher, catcher, richer, stretcher.	The ending sounding like /tʃə/ is often spelt –ture, but check that the word is not a root word ending in (t)ch with an er ending – e.g. teacher, catcher, richer, stretcher.	picture feature adventure miniature signature temperature manufacture adventure capture creature figure furniture future manufacture mixture nature picture premature puncture signature temperature vulture
24		-sion	Endings which sound like /ʒən/	If the ending sounds like /ʒən/, it is spelt as –sion	collision confusion conclusion corrosion decision division erosion exclusion explosion extension inclusion intrusion invasion occasion persuasion repulsion revision supervision television transfusion

Brooke Weston Trust Primary Writing Curriculum Progression Document

Writing Progression – Year 4 (Throughout Year 4, ensure that Year 3 knowledge is reviewed and continue to embed previous learning)

Key Skills, Autumn, Spring, Summer

Transcription (link handwriting, dictation and spelling):

- Handwriting – Handwriting should continue to be taught with the aim of increasing the fluency with which pupils are able to write down what they want to say. Children should be using joined handwriting throughout their independent writing.
- Dictation – Using the skills associated with Year 4 or skills currently being taught, children write simple sentences from memory
- Spelling – See Appendix A

Pupils should be taught to:

- Increase the legibility, consistency and quality of their handwriting
- Ensure that the downstrokes of the letters are parallel and equidistant
- Lines of writing are spaced sufficiently so that ascenders and descenders are spaced sufficiently
- Use the first two or three letters of a word to check the spelling of words in a dictionary

Sentence

- To extend the range of sentences with more than one clause by consistently using a wider range of coordinating (for, so, yet) and subordinating conjunctions (since, while, as, after, although, before)
- Express time, place and cause using:
 - conjunctions (when, while, after, if, because, although, so) -at beginning and in middle of sentence
 - adverbs (Then, next, soon, therefore, playfully, slowly) at the beginning of the sentence in middle of sentence
 - prepositions (before, after, during, in, because of)

Terminology children must use and understand:

Vocabulary and Grammar

- To identify and use different word classes outlined in year 3. To also introduce:
 - Determiners (A/An/the using knowledge of vowels and consonants)
 - Pronoun
 - Possessive pronoun
 - Adverbial

Brooke Weston Trust Primary Writing Curriculum Progression Document

<p>-explore prepositional phrases (order and punctuation) e.g. After I brushed my teeth, I went to bed. I went to bed after I brushed my teeth.</p> <ul style="list-style-type: none"> ● Noun Phrases regularly expanded by: <ul style="list-style-type: none"> - Use of precise adjectives for description (The strict maths teacher) - Use of prepositional phrases (The strict maths teacher, <u>next to the board...</u>) - Use of additional noun phrases (The strict maths teacher with <u>curly hair...</u>) ● To choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition ● To identify and use fronted-adverbials (Later that day, Without warning, all of a sudden) ● Use paragraphs to organise ideas around a theme e.g. introduce within a topic sentence e.g. When invading Lindisfarne, ● Use headings, sub-headings, captions and bullet points to aid presentation <p>Composition</p> <ul style="list-style-type: none"> ● Pupils should be taught to: <ul style="list-style-type: none"> - 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 - discussing and recording ideas ● draft and write by: <ul style="list-style-type: none"> - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) - organising paragraphs around a theme - in narratives, creating settings, characters and plot - in non-narrative material, using simple organisational devices [for example, headings and sub-headings] ● evaluate and edit by: <ul style="list-style-type: none"> - assessing the effectiveness of their own and others' writing and suggesting improvements - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences ● 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. 	<ul style="list-style-type: none"> ● Accurate and consistent use of tense throughout a piece of writing ● Use standard English forms for verb inflections (We were <i>not we was</i>) <p>Punctuation</p> <ul style="list-style-type: none"> ● Use all speech punctuation correctly: <ul style="list-style-type: none"> - Inverted commas - Comma after reporting clause - Capital letter at the beginning of direct speech - End punctuation with inverted commas - New speaker, new line within dialogue ● To use apostrophes confidently for: <ul style="list-style-type: none"> - Omission/contraction (didn't, isn't, can't) - Singular possession (The girl's name) - Plural possession with increasing confidence. (The girls' names) ● To accurately use commas in a list ● To use commas after fronted adverbials (Quickly, the boy sprinted down the corridor)
---	--

Wk	spelling	Statutory requirements	Rules and guidance (non-statutory)	Examples
Revision of work from years 1 and 2: Pay special attention to the rules for adding suffixes.				
1	Suffixes: two or	double consonant	<p>Adding suffixes beginning with vowel letters to words of more than one syllable</p> <p>If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled before any ending beginning with a vowel letter is added.</p>	<p>forgetting beginning</p> <hr/> <p>forgotten</p> <hr/> <p>beginner prefer</p>

Brooke Weston Trust Primary Writing Curriculum Progression Document

					preferred
2		single consonant		The consonant letter is not doubled if the syllable is unstressed.	gardening limiting limitation gardener limited
3	P r e f i x e s	sub-	Most prefixes are added to the beginning of root words without any changes in spelling, but see in- below.	sub- means 'under'.	subdivide subheading submarine submerge subspecies
4		inter		inter- means 'between' or 'among'.	interaction intercede interfere interim interject interlude intermediate international intervene intercity interact interrupt
5		super		super- means 'above'.	supervision supersonic superman supermarket superstar superfan superglue superfast
6		anti		anti- means 'against'.	antifreeze antibody anticlockwise anti-virus antibiotic antiseptic anticlockwise antisocial
7		auto		auto- means 'self' or 'own'.	autograph autobiography autograph autobiography automatic autopilot autopsy automobile
8		in-		The prefix in- can mean both 'not' and 'in'/'into'. In the words given here it means 'not'.	inaccessible inaccurate inactive inadequate inarticulate inattentive inaudible incapable incomplete inconsiderate inconvenient incorrect incredible indecent indefinite independent indigestion inedible inefficient inexcusable inexpensive insignificant insincere insoluble invisible involuntary inexcusable indestructible invincible inaccurately inconsiderately indecently insensitively insignificant insincerely
9		il-		Before a root word starting with l, in- becomes il	illegal illegible illiterate illogical illegitimate
10		im-		Before a root word starting with m or p, in- becomes im-	imbalance immature immeasurable immobile immoral immortal immovable impartial impassable impatient imperceptible imperfect impermanent impermeable imperturbable impervious implausible impolite important impossible impractical imprecise improbable improper
11	ir-	Before a root word starting with r, in- becomes ir-	irrational irregular irresistible irresponsible irreversible irrelevant irritated irrational irresponsible irrevocable irreverent Irrelevant irreversible irrecoverable irradiation irascible irrigable irreparable irremovable		
12		-ation	The suffix -ation	The suffix -ation is added to verbs to form nouns. The rules already learnt still apply.	information adoration sensation preparation admiration investigation frustration liberation animation operation narration quotation elation rotation levitation relation dictation formation deviation restoration
13	Suffix -ly	ic to ally	The suffix -ly	(3) If the root word ends with -ic, -ally is added rather than just -ly, except in the word publicly.	automatically critically logically magically mechanically medically musically physically
14		odd	The suffix -ly	(4) The words truly, duly, wholly.	truly duly wholly
15	Rules	our to or	The suffix -ous	-our is changed to -or before -ous is added.	vigorous humorous glamorous armorous endeavorous harborous honorous
16		geous	The suffix -ous	A final 'e' must be kept if the /dʒ/ sound of 'g' is to be kept.	courageous outrageous advantageous gorgeous

Brooke Weston Trust Primary Writing Curriculum Progression Document

17		ious		If there is an /i:/ sound before the –ous ending, it is usually spelt as i,	various anxious conscientious conscious delicious furious glorious gracious infections luscious luxurious mysterious obvious previous rebellious scrumptious serious surreptitious suspicious tedious victorious suspicious precious conscious delicious obvious
18		eous		but a few words have e.	hideous spontaneous courteous hideous miscellaneous nauseous righteous simultaneous
19		tion	Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian Strictly speaking, the suffixes are –ion and –ian. Clues about whether to put t, s, ss or c before these suffixes often come from the last letter or letters of the root word.	Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters.	completion operation situation relation imagination organisation ambition position revolution solution fiction introduction caution description
20		tion		–tion is the most common spelling. It is used if the root word ends in t or te.	invention injection action hesitation translation pollution attraction affection correction construction option education
21		sion		–sion is used if the root word ends in d or se. Exceptions: attend – attention, intend – intention.	expansion extension comprehension tension intentions ascension
22		ssion		–ssion is used if the root word ends in ss or –mit.	admission aggression depression discussion expression impression mission oppression possession procession profession progression succession suppression
23		cian		–cian is used if the root word ends in c or cs.	optician politician musician electrician mathematician
24		f: ph	Not in 2014 Curriculum		agoraphobia arachnophobia cacophony claustrophobia hydrophobia paragraph pharaoh pharmacist pharynx phenomenon phlegm phobia photosensitive photosynthesis physical physicist physiotherapy symphony xenophobia
25	'	irr plura –	Possessive apostrophe with plural words	(Note: singular proper nouns ending in an s use the 's suffix e.g. Cyprus's population)	children's men's mice's child's tooth's foot's sheep's women's people's boys' dogs'
			Homophones or near-homophones		accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's
Word List for years Three and Four					

Brooke Weston Trust Primary Writing Curriculum Progression Document

	<p>accident(ally) actual(ly) address answer appear arrive believe bicycle breath breathe build busy/business calendar caught centre century certain circle complete consider continue decide describe different difficult disappear early earth eight/eighth enough exercise experience experiment extreme famous favourite February forward(s)fruit grammar group guard guide heard heart height history imagine increase important interest island knowledge learn length library material medicine mention minute natural naughty notice occasion(ally) often opposite ordinary particular peculiar perhaps popular position possess(ion) possible potatoes pressure probably promise purpose quarter question recent regular reign remember sentence separate special straight strange strength suppose surprise therefore though/although thought through various weight woman/women</p>
	<p>Teachers should continue to emphasise to pupils the relationships between sounds and letters, even when the relationships are unusual. Once root words are learnt in this way, longer words can be spelt correctly, if the rules and guidelines for adding prefixes and suffixes are also known.</p> <p>Examples: business: once busy is learnt, with due attention to the unusual spelling of the /i/ sound as 'u', business can then be spelt as busy + ness, with the y of busy changed to i according to the rule. disappear: the root word appear contains sounds which can be spelt in more than one way so it needs to be learnt, but the prefix dis- is then simply added to appear.</p> <p>Understanding the relationships between words can also help with spelling.</p> <p>Examples: bicycle is cycle (from the Greek for wheel) with bi- (meaning two) before it. medicine is related to medical so the /s/ sound is spelt as c. opposite is related to oppose, so the schwa sound in opposite is spelt as o.</p>

Brooke Weston Trust Primary Writing Curriculum Progression Document

Writing Progression – Year 5 (Throughout Year 5, ensure that Year 4 knowledge is reviewed and continue to embed previous learning)

Key Skills, Autumn, Spring, Summer

Transcription (link handwriting, dictation and spelling):

- Handwriting – 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; choosing the writing implement that is best suited for the task
- Dictation – Using the skills associated with Year 5 or skills currently being taught, children write simple sentences from memory
- Spelling – See Appendix A

Pupils should be taught to:

- To have an increasing awareness of the purpose of handwriting (when making notes and when writing formally)
- Use the first three or four letters of a word to check the spelling of uncommon or more ambitious vocabulary in a dictionary
- Use a thesaurus to find alternative vocabulary

Sentence

- Linking ideas across paragraphs using adverbials of:
 - Time (Later, he went to the restaurant)
 - Place (Nearby, the children played at the park)
 - Number (Secondly, add the sugar)
 - Tense choices (he had seen her before)
 - Manner (Suddenly, she appeared at the door)
- To use relative clauses (who, which, where, when, when, whose, that) to effectively support a main clause.
- Explore and use a variety sentence structures e.g. short sentence for suspense, multi-clause sentences
- To indicate degrees of possibility using:
 - Adverbs (perhaps, surely)

Terminology children must use and understand:

Vocabulary and Grammar

Begin to:

- Use expanded noun phrases to convey complicated information concisely (The powerful, black Doberman with exposed, sharp teeth) using modal verbs or adverbs to indicate degrees of possibility
- Converting nouns or adjectives into verbs using suffixes (-ate, -ise, -ify) *modern, modernise*
- Identify and use verb prefixes (dis-, de-, mis-, over-, re-)

Punctuation

Brooke Weston Trust Primary Writing Curriculum Progression Document

<ul style="list-style-type: none"> - Modal verbs (might, should, would, must) ● Sustain cohesion within and across paragraphs using: <ul style="list-style-type: none"> - Nouns and pronouns to avoid repetition - Conjunctions - Accurate language choices ● To effectively describe characters and settings, maintaining a mood or atmosphere through the use of figurative language: <ul style="list-style-type: none"> - Similes (as tall as a tree) - Metaphors (The snow was a white carpet) - Personification (The stars danced in sky) <p>Composition</p> <ul style="list-style-type: none"> ● Plan their writing by: <ul style="list-style-type: none"> - 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, drawing on reading and research where necessary - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed ● Draft and write by: <ul style="list-style-type: none"> - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action - précising longer passages - using a wide range of devices to build cohesion within and across paragraphs - using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] ● Evaluate and edit by: <ul style="list-style-type: none"> - assessing the effectiveness of their own and others' writing - proposing 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 - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register (e.g. informal speech-dialect, personality of speaker- within formal writing) - proof-read for spelling and punctuation errors English – key stages 1 and 2 38 Statutory requirements ● Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. 	<ul style="list-style-type: none"> ● indicate grammatical and other features by: <ul style="list-style-type: none"> - using brackets, dashes or commas to indicate parenthesis ● Explore the use of commas to clarify meaning or avoid ambiguity. (Let's eat Granny! or Let's eat, Granny!) ● using a colon to introduce a list (The adventure required: a long rope, a map and a compass) ● Punctuate bullet points consistently
--	---

	spelling	Statutory requirements	Rules and guidance (non-statutory)	examples [www.morewords.com is a really useful site]
			Revision of work from previous years	

Brooke Weston Trust Primary Writing Curriculum Progression Document

1	-cious	Endings which sound like /ʃəs/ spelt -cious or -tious.	Not many common words end like this. If the root word ends in -ce, the /ʃ/ sound is usually spelt as c – e.g. vice – vicious, grace – gracious, space – spacious, malice – malicious.	conscious precious unconscious suspicious delicious vicious spacious gracious subconscious ferocious malicious judicious vivacious luscious atrocious precocious tenacious auspicious audacious
2	-tious		ambitious cautious contentious infectious conscientious nutritious pretentious fictitious superstitious propitious vexatious fractious ostentatious facetious surreptitious unpretentious	
3	-cial	Endings which sound like /ʃəl/	-cial is common after a vowel letter	social special official financial commercial crucial judicial artificial provincial racial beneficial superficial unofficial facial glacial especial psychosocial sacrificial prejudicial antisocial multiracial
4	-tial		-tial after a consonant letter.	potential essential initial substantial residential presidential partial influential differential spatial confidential martial sequential impartial preferential consequential celestial existential circumstantial prudential torrential referential exponential palatial inertial inconsequential insubstantial interstitial experiential quintessential evidential deferential
5	-ant	Words ending in -ant, -ance/-ancy, -ent, -ence/-ency	Use -ant and -ance/-ancy if there is a related word with a /æ/ or /e?/ sound in the right position; -ation endings are often a clue.	important significant defendant servant assistant constant sergeant relevant tenant pleasant peasant consultant merchant giant infant applicant brilliant participant accountant dominant warrant instant distant covenant unpleasant elephant pregnant protestant reluctant elegant inhabitant variant ant irrelevant attendant descendant claimant migrant occupant informant ignorant dependant extravagant pollutant triumphant
6	-ance		performance importance finance distance insurance balance advance appearance circumstance dance glance significance assistance resistance alliance entrance substance allowance acceptance instance enhance assurance appliance attendance stance ambulance relevance guidance compliance inheritance disturbance ignorance renaissance romance nuisance utterance clearance surveillance tolerance resemblance abundance reassurance annoyance avoidance elegance grievance reliance maintenance	
7	-ancy		pregnancy fancy redundancy consultancy tenancy expectancy discrepancy vacancy accountancy occupancy infancy truancy malignancy conservancy ascendancy constancy militancy hesitancy poignancy vibrancy buoyancy	
8	-ent		Use -ent and -ence/-ency after soft c (/s/ sound), soft g (/dʒ/ sound) and qu, or if there is a related word with a clear /ʃ/ sound in the right position. There are many words, however, where the above guidelines don't help. These words just have to be learnt.	government development different went moment management present department president patient movement event student agreement environment treatment parent statement investment employment argument extent represent parliament equipment element comment prevent client current document recent payment accident assessment content involvement commitment requirement agent arrangement independent spent improvement appointment settlement experiment incident establishment component rent sent
9	-ence		experience evidence difference influence defence science conference reference presence sentence confidence existence silence audience absence consequence violence sequence offence licence intelligence preference hence independence essence fence residence incidence competence correspondence conscience interference pence dependence negligence occurrence emergence obedience coincidence convenience commence insistence excellence inference prominence patience prevalence	
10	-ency	agency emergency currency efficiency tendency frequency constituency presidency consistency deficiency urgency dependency contingency insolvency potency decency inconsistency sufficiency transparency regency proficiency complacency delinquency latency solvency insurgency expediency insufficiency indecency residency fluency immunodeficiency competency excellency leniency patency clemency inefficiency		
11	-able	Words ending in -able and -ible Words ending in -ably and -ibly	The -able/-ably endings are far more common than the -ible/-ibly endings. As with -ant and -ance/-ancy, the -able ending is used if there is a related word ending in -ation.	adorable advisable agreeable avoidable capable breakable changeable comfortable disposable employable enjoyable fashionable identifiable inexcusable manageable miserable noticeable portable probable reliable remarkable replaceable respectable sociable valuable vegetable
12	-ible		accessible audible credible destructible edible flexible horrible impossible indestructible invincible legible possible responsible reversible sensible susceptible terrible visible	

Brooke Weston Trust Primary Writing Curriculum Progression Document

13	-ably		<p>If the –able ending is added to a word ending in –ce or –ge, the e after the c or g must be kept as those letters would otherwise have their ‘hard’ sounds (as in cap and gap) before the a of the –able ending.</p> <p>The –able ending is usually but not always used if a complete root word can be heard before it, even if there is no related word ending in –ation. The first five examples opposite are obvious; in reliable, the complete word rely is heard, but the y changes to i in accordance with the rule.</p> <p>The –ible ending is common if a complete root word can’t be heard before it but it also sometimes occurs when a complete word can be heard (e.g. sensible).</p>	<p>probably presumably reasonably inevitably considerably notably invariably remarkably comfortably preferably suitably arguably understandably uncomfortably unreasonably noticeably conceivably reliably irritably miserably predictably unmistakably undeniably unquestionably inextricably regrettably justifiably unbelievably profitably admirably inexplicably improbably unavoidably uncontrollably impeccably inescapably agreeably amiably ably appreciably</p>	
14	-ibly			<p>possibly terribly audibly forcibly sensibly visibly ostensibly horribly imperceptibly impossibly plausibly irresistibly indelibly invisibly responsibly flexibly perceptibly incredibly</p>	
15	Suffixes	-fer stressed	<p>Adding suffixes beginning with vowel letters to words ending in –fer</p>	<p>The r is doubled if the –fer is still stressed when the ending is added.</p>	<p>conferring deferring inferring misinferring misreferring preferring referring retransferring transferring conferred deferred inferred misinferred misreferred preferred referred retransferred transferred conferral deferral referral transferral</p>
16		-fer unstressed		<p>The r is not doubled if the –fer is no longer stressed.</p>	<p>referencing refereeing preferencing buffering chaffering coffering differing goffering offering proffering reoffering suffering chamfering interfering pilfering buffered chaffered chamfered coffered differed goffered interfered offered pilfered proffered reoffered suffered unbuffered conferencing feral transferal circumference conference countertransference deference difference indifference inference interference misreference nonconference non-interference preference reference teleconference transference videoconference</p>
17	- hyphen		<p>Use of the hyphen</p> <p>Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one.</p> <p>Compounds with these prefixes are sometimes (but not always) hyphenated to avoid doubling a vowel or tripling a consonant, and sometimes even to prevent initial misreading or mispronunciation.</p> <p>1. To avoid doubling a vowel: anti-art anti-administration co-opt (but cooperation) de-emphasize</p>	<p>co-ordinate re-enter co-operate co-own</p>	

Brooke Weston Trust Primary Writing Curriculum Progression Document

			2. To avoid tripling a consonant: shell-like 3. To prevent initial reading or mispronunciation: re-cover vs. recover (I will re-cover the sofa when I recover from the flu.)		
18	ee:ei	Words with the /i:/ sound spelt ei after c	The 'i before e except after c' rule applies to words where the sound spelt by ei is /i:/. Exceptions: protein, caffeine, seize (and either and neither if pronounced with an initial /i:/ sound).	ceiling conceit deceive perceive receive receipt conceited conceive deceit	
	-ough	or	Words containing the letter-string ough	ough is one of the trickiest spellings in English – it can be used to spell a number of different sounds.	ought bought thought nought brought fought
		u f			rough tough enough chough
		o			cough
		o-e			though although dough
		oo			through breakthrough
		u			thorough borough
		ow			plough bough
	silent	Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)	Some letters which are no longer sounded used to be sounded hundreds of years ago: e.g. in knight, there was a /k/ sound before the /n/, and the gh used to represent the sound that 'ch' now represents in the Scottish word loch.	<p>a - artistically logically musically romantically,</p> <p>b - bomb dumb lamb numb thumb doubt debt climb comb crumbs numb subtle tomb</p> <p>c - abscess ascend ascent conscience conscious crescent descend descent disciple fascinate fluorescent incandescent isosceles luminescent miscellaneous muscle obscene resuscitate scenario scene scent scissors</p> <p>d - Wednesday sandwich handsome edge bridge handkerchief</p> <p>e – breathe</p> <p>g – sign champagne gnaw reign align assign benign campaign cologne consign design feign foreign gnarl gnash gnat gnaw gnome gnu resign</p> <p>h - honest ghost heir hour what whether rhubarb rhyme ache anchor archaeology architect archives chaos character characteristic charisma chemical chemist chemotherapy chlorine choir cholera chord choreograph chorus Christian Christmas chrome echo leprechaun loch mechanical melancholy monarch monochrome orchestra orchid psychic scheme school stomach technical technique technology</p> <p>i - business</p> <p>k - knead knife knight knock knot know knack knapsack knave knead knee kneel knell knew knickers knife knit knob knoll knot knowledge knuckle</p> <p>l – would should calf half salmon talk yolk folk calm calf half</p> <p>m – mnemonic</p> <p>n - autumn column condemn damn hymn solemn</p> <p>o – colonel</p> <p>p - corps coup pneumonia psychology receipt pseudo psychiatrist psychiatry psychotherapy psychotic receipt</p> <p>r –</p>	

Brooke Weston Trust Primary Writing Curriculum Progression Document

				<p>s- aisle island debris apropos bourgeois t - asthma ballet castle gourmet listen rapport ricochet soften apostle bristle bustle fasten glisten hustle jostle listen moisten mortgage often * nestle rustle soften * thistle trestle whistle wrestle u - guess guard guide guilt guitar baguette biscuit build built circuit disguise guest guide guild guile guillotine guilty guise rogue silhouette w - answer sword two whole wrist write who awry playwright sword wrack wrangle wrap wrapper wrath wreak wreath wreck wreckage wren wrench wrest wrestle wretch wretched wriggle wring wrinkle wrist writ write writhe wrong wrote wrought wrung wry x – faux pas z - rendezvous</p>
		<p>Homophones and other words that are often confused</p>	<p>In these pairs of words, nouns end –ce and verbs end –se. Advice and advise provide a useful clue as the word advise (verb) is pronounced with a /z/ sound – which could not be spelt c. advice/advise device/devise licence/license practice/practise prophecy/propheesy</p>	<p>Alphabetically aisle: a gangway between seats (in a church, train, plane) isle: an island aloud: out loud allowed: permitted affect: usually a verb (e.g. The weather may affect our plans) effect: usually a noun (e.g. It may have an effect on our plans). If a verb, it means ‘bring about’ (e.g. He will effect changes in the running of the business.). altar: a table-like piece of furniture in a church alter: to change ascent: the act of ascending (going up) assent: to agree/agreement (verb and noun) bridal: to do with a bride at a wedding bridle: reins etc. for controlling a horse cereal: made from grain (e.g. breakfast cereal) serial: adjective from the noun series – a succession of things one after the other compliment: to make nice remarks about someone (verb) or the remark that is made (noun) complement: related to the word complete – to make something complete or more complete (e.g. her scarf complemented her outfit) descent: the act of descending (going down) dissent: to disagree/disagreement (verb and noun) desert: as a noun – a barren place (stress on first syllable); as a verb – to abandon (stress on second syllable) dessert: (stress on second syllable) a sweet course after the main course of a meal draft: noun – a first attempt at writing something; verb – to make the first attempt; also, to draw in someone (e.g. to draft in extra help) draught: a current of air/farther: further father: a male parent guessed: past tense of the verb guess guest: visitor heard: past tense of the verb hear herd: a group of animals led: past tense of the verb lead lead: present tense of that verb, or else the metal which is very heavy (as heavy as lead) morning: before noon mourning: grieving for someone who has died</p>

Brooke Weston Trust Primary Writing Curriculum Progression Document

				<p>past: noun or adjective referring to a previous time (e.g. In the past) or preposition or adverb showing place (e.g. he walked past me)</p> <p>passed: past tense of the verb 'pass' (e.g. I passed him in the road)</p> <p>precede: go in front of or before proceed: go on</p> <p>principal: adjective – most important (e.g. principal ballerina) noun – important person (e.g. principal of a college)</p> <p>principle: basic truth or belief</p> <p>profit: money that is made in selling things</p> <p>prophet: someone who foretells the future</p> <p>stationary: not moving</p> <p>stationery: paper, envelopes etc.</p> <p>steal: take something that does not belong to you</p> <p>steel: metal</p> <p>wary: cautious</p> <p>weary: tired</p> <p>who's: contraction of who is or who has</p> <p>whose: belonging to someone (e.g. Whose jacket is that?)</p>
--	--	--	--	---

Writing Progression – Year 6 (Throughout Year 6, ensure that Year 5 knowledge is reviewed and continue to embed previous learning)

Key Skills, Autumn, Spring, Summer

<p>Transcription (link handwriting, dictation and spelling):</p> <ul style="list-style-type: none"> - Handwriting – 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; choosing the writing implement that is best suited for the task - Dictation – Using the skills associated with Year 6 or skills currently being taught, children write simple sentences from memory - Spelling – See Appendix A <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - To have an increasing awareness of the purpose of handwriting (when making notes and when writing formally) - Use the first three or four letters of a word to check the spelling of uncommon or more ambitious vocabulary in a dictionary - Use a thesaurus to find alternative vocabulary 	
<p>Sentence</p> <ul style="list-style-type: none"> • To use relative clauses (who, which, where, when, when, whose, that) to effectively support a main clause. • Use passive verbs to affect the presentation of a sentence e.g. The window in the greenhouse was broken (by me) /I broke the window in the greenhouse • Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a 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 • Layout devices (headings, sub-headings, columns, bullets, or tables, to structure text) 	<p>Terminology children must use and understand:</p> <p>Vocabulary and Grammar</p> <p>Begin to:</p> <ul style="list-style-type: none"> • Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms (If I were you,...) • Use the perfect form of verbs:

Brooke Weston Trust Primary Writing Curriculum Progression Document

Summer Term Revise all Y5 and Y6 curriculum

Composition

- 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, drawing on reading and research where necessary
 - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- Draft and write by:
 - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
 - précising longer passages
 - using a wide range of devices to build cohesion within and across paragraphs
 - using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- Evaluate and edit by:
 - assessing the effectiveness of their own and others' writing
 - proposing 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
 - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register (*e.g. informal speech-dialect, personality of speaker- within formal writing*)
 - proof-read for spelling and punctuation errors English – key stages 1 and 2 38 Statutory requirements
- Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

- Present perfect (I have been shopping)
- Past perfect (I had been shopping) to mark relationships of time and cause
- Use verb tenses consistently and correctly throughout writing
- Use vocabulary appropriate for formal speech and writing (discover, not 'find out'; request, not 'ask for'; enter, not 'go in')

Punctuation

- Use all punctuation, taught correctly. Including:
 - using hyphens to avoid ambiguity (Man eating shark / Man-eating shark or recover or re-cover)
- To mark boundaries between independent clauses using:
 - semicolons (it's raining; I'm fed up)
 - colons (James loves to work on penalty shots: he does twenty different shots per day)
 - dashes (I've just found out we have a test tomorrow – oh no!)
- using a colon to introduce a list (The adventure required: a long rope, a map and a compass)
- Punctuate bullet points consistently