



Progression of Skills - ENGLISH - WRITING, PUNCTUATION AND GRAMMAR



Intent

At Holly Lodge, we believe that the skills covered in English are vital for enabling children to access every area of the school curriculum, preparing them for their future. Emphasis is shared between the development of spoken and written English, as well as the teaching of reading and encouraging 'reading for pleasure'. The school's aim is to encourage the development of an enthusiastic, well-rounded learner who is able to approach both spoken and written forms of communication confidently.

Implementation

Mark making begins as soon as the children start in our Reception classes. This is encouraged on a large scale, through purposeful play, both inside the classroom and in an outdoor learning environment. The children are expected to use their phonetic knowledge in their writing. In all age ranges, children have frequent exposure to write for a variety of purposes and audiences, in a cross-curricular approach. We use a wide range of rich texts as the starting point for the children's work and place great importance on composition and effect. Before writing begins, children are given time to talk, share ideas and rehearse orally. The modelling of writing is taught in lessons, through a range of genres, allowing children to write independently and in groups. Regular opportunities for extended composition builds children's stamina for writing. Following the National Curriculum, they learn the drafting process, spelling patterns and grammatical terms to use in their own writing, which are carefully and systematically embedded across the school. Consistent and constructive feedback is given to children throughout the writing process. This enables them to learn how to edit and improve their writing. We expect the children to take pride in their presentation and handwriting skills are encouraged, practiced and valued throughout the school.

Impact

Children leave Holly Lodge:

- with an enthusiastic attitude towards writing;
- with an appreciation for the rich and varied vocabulary of the English language;
- able to understand and use grammar and linguistic conventions;
- able to articulate their thoughts, ideas and imagination orally and through the written word;
- able to use discussion effectively so they can clearly communicate their understanding and ideas;
- competent in the art of speaking and listening, making formal presentations, and participating in debates with skill and poise.



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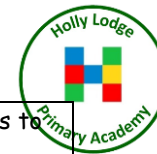


Spelling, Punctuation and Grammar

Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p>	<p>Spell words containing each of the 40+ phonemes already 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 and use letter names to distinguish between alternative spellings of the same sound.</p> <p>Use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs.</p> <p>Use the prefix un-</p> <p>Use the suffixes -ing, -ed, -er and -est where no change is needed in the</p>	<p>Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.</p> <p>Learn new ways of spelling phonemes for which one or more spellings are already known, learn some words with each spelling inc a few common homophones.</p> <p>Spell common exception words.</p> <p>Spell more words with contracted forms and the possessive apostrophe (singular).</p> <p>Distinguish between homophones and near homophones.</p> <p>Add suffixes to spell longer words e.g. -</p>	<p>Use further prefixes and suffixes and understand how to add them.</p> <p>Spell further homophones.</p> <p>Spell words that are often misspelt.</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary.</p> <p>Write from memory simple sentences that include words and punctuation taught so far.</p> <p>Extend the range of sentences with more than one clause by using a wider range of conjunctions e.g. when, if, because, although.</p> <p>Use the perfect form of verbs in contrast to the past tense.</p>	<p>Use further prefixes and suffixes and understand how to add them.</p> <p>Spell further homophones.</p> <p>Spell words that are often misspelt.</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary.</p> <p>Write from memory simple sentences that include words and punctuation taught so far.</p> <p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, adverbs or prepositions.</p> <p>Choose nouns or pronouns appropriately for</p>	<p>Use further prefixes and suffixes and understand the guidance for adding them.</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 dictionaries to check the spelling and meaning of words and use a thesaurus.</p> <p>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</p> <p>Use the perfect form of verbs to mark relationships of time and cause.</p> <p>Use expanded noun phrases to convey</p>	<p>Use further prefixes and suffixes and understand the guidelines for adding them.</p> <p>Distinguish between homophones and other words which are often confused.</p> <p>Use knowledge of morphology and etymology in spelling and understand that some spellings need to be learnt specifically.</p> <p>Use dictionaries to check the spelling and meaning of words.</p> <p>Use a thesaurus.</p> <p>Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p>



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<p>spelling of root words.</p> <p>Apply simple spelling rules and guidance from Stage 1.</p> <p>Write from memory simple dictated sentences inc the words taught so far.</p> <p>Joining words and clauses using and.</p> <p>Begin to punctuate sentences using a capital letter, full stop, question or exclamation mark.</p> <p>Use capital letters for names of people, places, days of the week, personal pronoun 'I'.</p> <p>Learn how to use Y1 Grammar.</p> <p>Use the grammatical terminology for Stage 1 in discussing their writing.</p>	<p>ment, -ness, -ful, -less, -ly.</p> <p>Apply spelling rules and guidelines for Stage 2.</p> <p>Write from memory simple dictated sentences including the words and punctuation taught so far.</p> <p>Learn how to use correctly: full stops, capital letters, exclamation/question marks, commas for lists, apostrophe for contracted forms/possessive (singular).</p> <p>Learn how to use sentences with different forms: statement, question, exclamation, command.</p> <p>Learn how to use expanded noun phrases to describe and specify.</p> <p>Learn how to use the present and past tenses correctly and</p>	<p>Use conjunctions, adverbs and prepositions to express time and cause.</p> <p>Y3 Grammar: formation of nouns using a range of prefixes, use of a/an, word families.</p> <p>Begin to identify main and subordinate clauses.</p> <p>Indicate possession by using the possessive apostrophe with singular nouns and regular plurals.</p> <p>Use inverted commas to punctuate direct speech.</p> <p>Use and understand the grammatical terminology for Stage 3.</p>	<p>clarity & cohesion & to avoid repetition e.g. Harry (the noun) is appropriately replaced by the pronoun 'he', 'him', 'his' etc).</p> <p>Use conjunctions, adverbs and prepositions to express time and cause.</p> <p>Y4 Grammar: plural and possessive -s, verb inflections.</p> <p>Use fronted adverbials followed by commas.</p> <p>Indicate possession by using the possessive apostrophe with plural nouns.</p> <p>Use and punctuate direct speech using inverted commas and other punctuation: a comma after the reporting clause, end punctuation within inverted commas.</p> <p>Use and understand the grammatical</p>	<p>complicated information concisely.</p> <p>Use modal verbs or adverbs to indicate degrees of possibility.</p> <p>Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.</p> <p>Use commas to clarify meaning or avoid ambiguity in writing.</p> <p>Use brackets, dashes or commas to indicate parenthesis.</p> <p>Learn the grammar for St 5. Use & understand the St 5 grammatical terminology.</p>	<p>Use passive verbs to affect the presentation of information in a sentence.</p> <p>Use hyphens to avoid ambiguity.</p> <p>Use semi-colons, colons or dashes to mark boundaries between independent clauses and a colon to introduce a list.</p> <p>Punctuating bullet points consistently.</p> <p>Use ellipses.</p> <p>Learn the grammar and grammatical terminology for Stage 6: formal and informal speech and writing, synonyms and antonyms.</p>
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		<p>consistently including in the progressive form.</p> <p>Learn how to use subordination using when, if, that, because and co-ordination using or, and, but.</p> <p>Learn how to use Y2 Grammar: using suffixes to form nouns (-ness, -er); adjectives (-ful, -less) and adverbs (-ly).</p> <p>Use and understand the grammatical terminology for Stage 2.</p>		terminology for Stage 4.		
<p><u>Key Vocab</u> letter, word, sentence, sound, full stop</p>	<p><u>Key Vocab</u> phoneme, common exception words, alphabet, plural, noun, verb, prefix, suffix, root word, capital letter, question mark, exclamation mark, and, clauses</p>	<p><u>Key Vocab</u> segment, grapheme, homophones, contracted forms, apostrophe, commas, statement, question, exclamation, command, noun phrase, past tense, present tense, conjunction</p>	<p><u>Key Vocab</u> dictionary, subordinating conjunctions, coordinating conjunctions, adverbs, prepositions, time and cause, possessive apostrophe, inverted commas, direct speech</p>	<p><u>Key Vocab</u> pronouns, repetition, fronted adverbials, reporting clause</p>	<p><u>Key Vocab</u> silent letters, thesaurus, perfect form of verbs, expanded noun phrases, modal verbs, degrees of possibility, relative clauses, omitted, relative pronoun, brackets, dashes, parenthesis</p>	<p><u>Key Vocab</u> formal speech, informal speech, subjunctive form, passive verbs, hyphens, colons, semi-colons, bullet points, ellipsis, synonyms, antonyms</p>

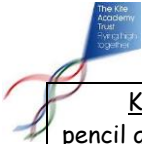


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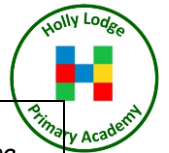


Handwriting and Presentation

Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Write recognisable letters, most of which are correctly formed.	<p>Sit correctly at a table, hold a pencil comfortably and correctly.</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Form capital letters and digits 0 - 9.</p> <p>Understand which letters belong to which handwriting 'families' (i.e. formed in similar ways).</p> <p>Leave spaces between words.</p>	<p>Form lower-case letters to the correct size relative to one another.</p> <p>Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>Use spacing between words that reflects the size of the letters.</p>	<p>Use the diagonal and horizontal strokes that are needed to join letters.</p> <p>Increase the legibility, consistency and quality of their handwriting (by ensuring that the downstrokes of letters are parallel and equidistant).</p>	<p>Understand which letters, when adjacent to one another, are best left unjoined.</p> <p>Increase the legibility, consistency and quality of their handwriting (lines of writing are spaced so that ascenders and descenders of letters do not touch).</p>	<p>Write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.</p> <p>Write legibly, fluently and with increasing speed by: choosing the writing implement that is best suited for a task.</p>	<p>Write legibly, fluently and with increasing speed by: choosing the writing implement that is best suited for a task.</p>



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<u>Key Vocab</u> pencil grip, mark making, form	<u>Key Vocab</u> pencil, lowercase letters, finger space, capital letter, handwriting families, ascenders, descenders	<u>Key Vocab</u> diagonal strokes, horizontal strokes, join, unjoin, size,	<u>Key Vocab</u> Legible, consistent, quality	<u>Key Vocab</u> Legible, consistent, quality	<u>Key Vocab</u> fluently, increasing speed, writing implement	<u>Key Vocab</u> fluently, increasing speed, writing implement
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Drafting, Writing and Editing

Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Write simple phrases and sentences that can be read by others.</p>	<p>Write sentences: say out loud what they are about to write & compose a sentence orally before writing.</p> <p>Write sentences: sequencing sentences to form short narratives.</p> <p>Write sentences: re-reading 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>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p>	<p>Develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences (real and fiction); real events; poetry and writing for different purposes.</p> <p>Consider what they are going to write by: planning/saying what they are going to write about; writing down ideas/key words/new vocab; encapsulating ideas sentence by sentence.</p> <p>Make simple additions, revisions and corrections to their writing by: evaluating writing with others; re-reading to check that it makes sense; proof-reading spelling, grammar, punctuation.</p>	<p>Plan writing by discussing writing similar to that which they are planning to write to learn from its structure, vocab and grammar.</p> <p>Draft & write by composing & rehearsing sentences orally, progressively building a varied & rich vocabulary & an increasing range of sentence structures.</p> <p>Organise paragraphs around a theme.</p> <p>In narratives, create settings, characters and plot.</p> <p>In non-narrative material, using simple organisational devices such as headings and sub-headings.</p> <p>Evaluate and edit by assessing the effectiveness of their own and others'</p>	<p>Plan writing by discussing writing similar to that which they are planning to write to learn from its structure, vocab and grammar.</p> <p>Draft & write by composing & rehearsing sentences orally, progressively building a varied & rich vocabulary & an increasing range of sentence structures.</p> <p>Organise paragraphs around a theme.</p> <p>In narratives, create settings, characters and plot.</p> <p>In non-narrative material, using simple organisational devices such as headings and sub-headings.</p> <p>Evaluate and edit by assessing the effectiveness of their own and others'</p>	<p>Plan their writing by: identifying the audience for & purpose of the writing, selecting the appropriate form & using other similar writing as models.</p> <p>Plan their writing by: noting and developing initial ideas drawing on reading and research where necessary.</p> <p>Draft and write by: selecting appropriate grammar and vocabulary.</p> <p>Draft and write by: using a range of devices to build cohesion within paragraphs.</p> <p>Draft and write by: using further organisational and presentational devices to structure text and to guide the reader.</p>	<p>Plan writing by: identifying the audience & purpose of the writing, selecting the appropriate form & using other similar writing as models for their own.</p> <p>Plan their writing by: noting and developing initial ideas, drawing on reading and research where necessary.</p> <p>Plan their writing by: in narratives considering how authors have developed characters and settings in what they have read, listened to or seen performed.</p> <p>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p>



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		<p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p> <p>Learn how to use some features of written Standard English.</p>	<p>writing and suggesting improvements.</p> <p>Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Proof-read for spelling and punctuation errors.</p> <p>Read aloud own writing to a group or whole class, using appropriate intonation and controlling tone and volume so that the meaning is clear.</p>	<p>writing and suggesting improvements.</p> <p>Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Proof-read for spelling and punctuation errors.</p> <p>Read aloud own writing to a group or whole class, using appropriate intonation and controlling tone and volume so that the meaning is clear.</p>	<p>Evaluate and edit by: assessing the effectiveness of their own writing.</p> <p>Evaluate and edit by: proposing changes to vocabulary, grammar and punctuation to enhance effects.</p> <p>Evaluate and edit by: ensuring the consistent and correct use of tense throughout a piece of writing.</p> <p>Evaluate & edit by: ensuring correct subject-verb agreement when using singular & plural, distinguish between the language of speech & writing.</p> <p>Proof-read for spelling and punctuation errors.</p>	<p>Draft and write by: narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.</p> <p>Draft and write by: précising longer passages.</p> <p>Draft and write by: using a wide range of devices to build cohesion within and across paragraphs.</p> <p>Evaluate and edit by: assessing the effectiveness of their own and others' writing.</p> <p>Evaluate and edit by: proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Evaluate & edit by: ensuring correct subject-verb agreement when using singular & plural, distinguish between the language of speech & writing.</p>
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						Perform their own compositions using appropriate intonation, volume and movement so that meaning is clear.
<u>Key Vocab</u> write, read, story	<u>Key Vocab</u> rehearse, narratives, reread, read aloud,	<u>Key Vocab</u> plan, rehearse, perform, poetry, edit, corrections	<u>Key Vocab</u> plan, rehearse, perform, paragraphs, vocabulary, non-narrative, evaluate, edit, pronouns	<u>Key Vocab</u> plan, rehearse, perform, paragraphs, vocabulary, non-narrative, evaluate, edit, pronouns	<u>Key Vocab</u> audience, purpose, research, initial ideas, cohesion, propose changes, subject-verb agreement	<u>Key Vocab</u> Choices, change and enhance meaning, dialogue, convey character, action, précis, compositions