

Text

- Layout devices including punctuation and organisation.
- Building a series of sentences to create a whole text and develop cohesion

Sentence

- Developing the content of a sentence: adding information, using conjunctions to link ideas within a sentence, using adverbs to link ideas within and across sentences and verb forms

Punctuation

- Use of apostrophes
- Demarcation to mark sentence boundaries
- Demarcation within sentences

Word: understanding how grammar influences word formation

- Nouns
- Verbs, adverbs and adjectives
- Standard English

Progression in the process of writing - composition

- Planning and modelling
- Drafting and writing
- Evaluating and editing
- Proof reading
- Presenting

Literacy at Loughborough Primary School		
Intent	Implementation	Impact
What we do	How we do it	How we assess it
<p>At Loughborough Primary School, our goal is to nurture and inspire our children to take their place in the world as fulfilled global citizens. We believe that literacy and communication are key life skills needed for each pupil to achieve this. Through the English curriculum, we are committed to helping children develop the skills and knowledge that will enable them to communicate effectively and creatively through spoken and written language.</p> <p>At Loughborough Primary School we aim for every child to be able to:</p> <ul style="list-style-type: none"> • read and write with confidence, fluency and understanding • have an interest in books and read for enjoyment • have an interest in words, their meaning and developing a growing vocabulary in spoken and written forms • understand a range of text types and genres- to be able to write in a variety of styles and forms appropriate to the situation 	<p>Pupils are encouraged to write functionally, personally and imaginatively, to convey meaning to the intended audience. In doing so, they will pay careful attention to punctuation and structure, spelling, handwriting and presentation.</p> <p>During their lessons, pupils will develop an understanding and appreciation of what tools writers use to convey meaning. They will be encouraged to adopt an appropriate tone and style.</p> <p>Before Writing This forms the most important part of the writing process. Children will be immersed into a variety of texts with the use of discussion, role playing, questioning and building of key vocabulary; developing experiences that will assist the writing process.</p> <p>During Writing <u>Modelling:</u> The teacher models step by step <i>how</i> to achieve the learning objective. This is an integral part of the process.</p>	<p>Pupils are assessed regularly against the National Curriculum attainment targets. This assessment informs teacher’s planning.</p> <p>Assessment may be:</p> <ul style="list-style-type: none"> • Formative –observation, questioning, participation in discussion, marking of written work, self and peer assessment, sharing learning intention and success criteria. Pupils complete activities in their writing sessions focusing on different writing skills/ styles. The writing cycle allows children to become progressively more independent in their writing; completing an independent piece at the end of a unit. The responses to these tasks are used as an assessment tool to track pupils understanding. • The SLT also conducts pupil progress meetings with class teachers termly to identify which pupils may require additional support, suitable groupings, interventions and the deployment of

<ul style="list-style-type: none"> • be developing the power of imagination, inventiveness and critical awareness 	<p>Talk partners/ discussions/ enquiry/ use of resources—dictionary, pictures, word banks, reference to success criteria /knowing who will be in the guided group and what is the specific outcome.</p> <p><u>Collaborative composition</u> The teacher models the application of the grammar focus in writing. Pupils then practise applying the grammar focus orally and on mini whiteboards before proceeding to producing a shared writing composition.</p> <p><u>Independent composition</u> Pupils use the writing techniques and grammar they have learned to produce an independent writing task in a different context (eg. Cross-curricular).</p> <p>After Writing Pupils are guided through the editing process; reading and improving their work, self/peer assessment and feedback.</p> <p>Handwriting Teachers use the Letter Join handwriting scheme to teach cursive handwriting across KS1 and KS2.</p>	<p>adult support is agreed in an effort to raise standards in Literacy.</p> <ul style="list-style-type: none"> • Summative – Formal assessment of writing takes place once a term and children’s progress and attainment can be tracked from the school’s internal system of assessment; SIMS. Teachers moderate writing to ensure consistency and quality assurance.
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Loughborough Primary School Writing Progression Document

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Progression of Skills: Writing						
Text	Identify layout features in reading, naming key features (e.g. author, blurb, title)	Spaces between words Write lists, labels and captions Use title to predict content of book when reading.	Use headings & subheadings in reading to orientate round a text	Headings & subheadings to aid presentation	Headings & subheadings to aid presentation	Introduction to bullet points to list information	Consistent punctuation of bullet points to list information Headings, subheadings, columns, bullets or tables.
	Speaking: They develop their own narratives and explanations by connecting ideas or events Match short sentences or captions to a series of several pictures	Sequencing sentences to form short narratives	Plan and write own stories with a logical sequence of events, using complete sentences grouped together to tell the different parts of the story. Correct choice and consistent use of tense throughout writing	Introduction to paragraphs as a way to group related material Beginning to use a range of adverbs and adverbial phrases to begin sentences (fronted adverbials) Beginning to choose appropriate pronoun for clarity, cohesion and to avoid repetition e.g. I played with my dog and he loved it.	Use of paragraphs to organise ideas around a theme Use a range of adverbs and adverbial phrases to begin sentences (fronted adverbials) Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition e.g. Elephants are herbivores. They live in herds.	Use a variety of cohesive devices to build cohesion within sentences and paragraphs, including pronouns and adverbials Linking ideas across paragraphs using adverbials of time (eg Later, At that moment) adverbials of place (eg Nearby, High above me,) and number (eg Firstly, Secondly,)	Link ideas across paragraphs using a wider range of cohesive devices: Pronouns (see year 4) Adverbials (see year 5) Repetition of a word or phrase. Ellipsis (eg She did it because she wanted to do it.)

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						Use tenses to link ideas e.g. He had seen her before.	
	Progression of Skills: Writing						
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sentence	<p>Reading: Children read and understand simple sentences.</p> <p>Writing: They write simple sentences which can be read by themselves and others</p>	<p>How words combine to make sentences</p> <p>Read age appropriate books fluently, e.g. using punctuation to convey meaning (for example reorder a cut-up sentence based on the book)</p> <p>Understand and orally use a variety of grammatical structures</p>	<p>Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command and use each sentence type</p> <p>Expanded noun phrases for description and specification (e.g. The blue butterfly, plain flour, the man in the moon)</p> <p>Add more information to a sentence through using adverbs ending in -ly, e.g. She walked quickly</p>	<p>Expanded noun phrases for description and specification (e.g. The blue butterfly, plain flour, the man on the moon)</p> <p>Use of prepositions in phrases (such as: before, after, during, in, because of, across, between, over. E.g. He ate before lunchtime.)</p>	<p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</p>	<p>Using expanded noun phrases to convey complicated information concisely. e.g. a shy boy with pale, delicate features; a soft material that can be moulded</p> <p>Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Indicating degrees of possibility using adverbs (e.g. Possibly, perhaps, surely).</p>	<p>Using expanded noun phrases to convey complicated information concisely. Select level of formality needed</p> <p>Varies length and focus of sentences to express subtleties in meaning and focus on key ideas</p>

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	<p>Speaking: Children develop their own narratives and explanations by connecting ideas or events. "Beginning to use more complex sentences to link thoughts (e.g. using 'and', 'because')." [DM, 30-50mths (C&L: speaking)]</p>	<p>Joining words and joining clauses using and</p> <p>Use 'because' orally to develop reasoning and justify, e.g. in reading and science; spell as a Common Exception Word</p> <p>Use orally, read in and spell the words (as part of phonics programme): when, if, that, but, or</p>	<p>Subordination (using conjunctions such as when, if, that, because) and coordination (using and, but, or)</p>	<p>Extending range of sentences with more than one clause by using a wider range of conjunctions (including when, if because, although) e.g. He ate his lunch before he left home.</p>	<p>Extending range of sentences with more than one clause by using a wider range of conjunctions (including when, if because, although) e.g. Before he left home, he ate his lunch.</p>	<p>Use adverbials to build cohesion across sentences and paragraphs (e.g. Firstly, However, In addition to this)</p> <p>Exposure to the semi-colon in reading.</p>	<p>Uses a variety of simple, compound and complex sentences where appropriate according to the demands of the text type, including embedded subordinate clauses for economy of expression</p> <p>Use of the semicolon or dash instead of a conjunction to mark the boundary between independent clauses (e.g. The train was delayed so I missed my meeting > The train was delayed; I missed my meeting. Don't touch the dog because he might bite > Don't touch the dog- he might bite.)</p>
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	<p>Speaking They develop their own narratives and explanations by connecting ideas or events</p>	<p>Begin to use a few time words to aid sequencing e.g. first, next, one day (to be formally introduced as adverbs to indicate time in year 3) Spell the words (as part of phonics programme): first, next, then, one day</p>	<p>Use a range of time words to aid sequencing e.g. first, next, then, finally (to be formally introduced as adverbs to indicate time in year 3)</p>	<p>Use of a range of adverbs and adverbial phrases to add information within a sentence & begin to front sentences using them (e.g. then, next, soon, this morning, in the afternoon, long ago)</p>	<p>Use a range of adverbs and adverbial phrases to begin sentences (fronted adverbials) and includes a comma afterwards to separate from the rest of the sentence (e.g. Later that day, the ship sank.)</p>	<p>Use adverbials to build cohesion across sentences and paragraphs (e.g. Firstly, However, In addition to this)</p>	<p>Linking ideas across paragraphs using a wider range of cohesive devices, for example, the use of adverbials (a range of adverbials of time/frequency and subordinating conjunctions to link, compare or contrast e.g. On the other hand, In contrast, or As a consequence)</p>
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	<p>Speaking: They use past, present and future forms accurately when talking about events that have happened or are to happen in the future</p> <p>Read words with simple suffixes, for example –ed, -ing and –s, both in phonics and text reading.</p> <p>Spell simple words with the suffixes –ing and –s.</p>	<p>Use present tense e.g. She helps the boy.</p> <p>Use past tense e.g. She helped the boy. Adding the endings –ing, -ed and –er to verbs where no change is needed to the root word (also see ‘Verbs’ section below)</p> <p>Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings (Y1 stat req) by being helped to build on the root words that they can read already (Y1 non-stat guidance)</p>	<p>Use present progressive: She is helping the boy.</p> <p>Use past progressive: She was helping the boy.</p>	<p>Use present perfect tense: She has helped the boy.</p>	<p>Use Standard English forms of verb inflections instead of local spoken forms e.g. We were not we was/ I did not I done</p>	<p>Use modal verbs (e.g. She might help the boy/ she should help the boy/ she must help the boy) to indicate degrees of possibility</p> <p>Use the perfect form of verbs to mark relationships of time and cause (e.g. He had eaten lunch when you arrived).</p> <p>Where appropriate, maintains tense consistently; where shifts in tense occur, moves between past, present and future with some confidence (limited slips may occur)</p>	<p>Use the passive voice to affect the presentation of information of a sentence e.g. The boy was helped (by the girl).</p> <p>Using the perfect form of verbs to mark relationships of time and cause (e.g. He had eaten lunch when you arrived).</p> <p>Use subjunctive forms of verbs to show level of formality e.g. If I were you. If he were rich.</p> <p>The judge demands that he attend court. It is vital that they be prepared to speak.</p> <p>Where appropriate, maintains tense and person consistently; where shifts in tense occur, moves between them with some confidence</p>
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Progression of Skills: Writing							
Punctuation	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Read and understand some contracted words (e.g. I'm) and singular possession (e.g. Jip's cat) in context	Read words with contractions (for example, I'm, I'll, we'll), and understand that the apostrophe represents the omitted letter(s) Spell some contracted words, as part of Common Exception Word	Use apostrophes to mark where letters are missing in spelling Use apostrophes to mark singular possession in nouns (for example, the girl's name)	Begin to use apostrophes to mark plural possession (for example, the girl's name, the girls' names) The grammatical difference between plural and possessive – s	Use apostrophes to mark plural possession (or example, the girl's name, the girls' names) The grammatical difference between plural and possessive –s	Uses full range of punctuation accurately to demarcate within sentences including apostrophes and proof reads for accuracy	Uses full range of punctuation accurately to demarcate within sentences including apostrophes and proof reads for accuracy
	Show awareness of punctuation in reading and begin to use full stops in writing Identify capital letter, full stop	Begin to use capital letters, full stops, question marks and exclamation marks to demarcate sentences Use capital letters for names & the personal pronoun I Compose sentence orally before writing it	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. Learn how to use both familiar and new punctuation accurately	Begin to understand how to start a new line for dialogue for a new speaker	Start a new line for dialogue for a new speaker	Uses full range of punctuation accurately to demarcate sentences including ellipsis for omission or to suggest a shift in time, place, mood or subject and proof reads for accuracy	Uses full range of punctuation accurately to demarcate sentences including ellipsis for omission or to suggest a shift in time, place, mood or subject and proof reads for accuracy

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	<p>Understand the concept of a word Read word by word (one to one correspondence)</p>	<p>Separate words with spaces</p> <p>Know to use capital letters for proper nouns e.g. days of the week, places and people's names</p>	<p>Use commas to separate items in a list</p> <p>Accurately use capital letters for proper nouns e.g. days of the week, places and people's names</p>	<p>Begin to use inverted commas to punctuate direct speech</p>	<p>Use inverted commas and other punctuation to indicate direct speech (for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!") Use of commas after fronted adverbials, Eg Every Friday, they went the park.</p>	<p>Use brackets, dashes or commas to indicate parenthesis (commas marking boundaries between independent clauses) Eg My brother, who lives, in Australia, will be visiting. Despite the rain, they went outside.</p> <p>Use commas to clarify meaning or avoid ambiguity Eg I like cooking, my family and my pets.</p> <p>Exposure to semicolons and hyphens in reading. Introduction to colons to introduce a list and semi colons between words and phrases in a more complex list.</p>	<p>Uses full range of punctuation accurately to demarcate within sentences uses commas to mark grammatical boundaries (with occasional lapses in accuracy) and proof reads for accuracy Use the semi-colon, colon and dash to mark the boundary between independent clauses (for example, It's raining; I'm fed up Don't touch the dog- he might bite.) Use the colon to introduce a list and use of semi-colons within lists. Use the colon to introduce a list and use of semi-colons within lists (e.g. She met a range of people at the palace: Prince Charles, the Prince of Wales; Princess Anne, the Princess Royal; HRH Prince Philip, the Duke of Edinburgh; HM the Queen.)</p>
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							Use hyphens to avoid ambiguity (for example, man eating shark versus man-eating shark, or recover versus re-cover)
Word: Understanding how grammar influences word formation	Progression of Skills: Writing						
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Form words that are plural nouns by adding '-s'	Spell regular plural noun suffixes (eg dog>dogs, wish>wishes) Write proper nouns with capitals (e.g. days of week, names) Read words containing -s, -es, endings (including change to root)	Form nouns using suffixes such as -ment, -tion, -ness, -er (e.g. enjoyment, action, fitness, baker) Formation of nouns by compounding (for example, whiteboard, superman)	Form nouns using a range of prefixes (for example super-, anti-, auto-)	Understand grammatical difference between plural and possessive -s	Apply knowledge of nouns when differentiating between homophones, choosing suffixes (e.g. -ance/-ence) etc	Apply knowledge of nouns when differentiating between homophones, choosing suffixes (e.g. -ance/-ence) etc

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	<p>Form words that are adjectives by adding ‘-er’ (longer, thicker), or verbs by adding ‘-ing’ (quacking, going)</p>	<p>Spell suffixes that can be added to verbs where no change is needed in the spelling (eg helping, helped, helper)</p> <p>How the prefix un- changes the meaning of verbs and adjectives (negation, for example, unkind, or undoing: untie the boat)</p> <p>Read words containing -s, -es, -ing, -ed, -er and -est endings (including change to root)</p>	<p>Spell adjectives using suffixes such as -ful, -less</p> <p>Use the suffixes -er, -est in adjectives</p> <p>Use -ly in Standard English to turn adjectives into adverbs</p> <p>Use knowledge of adjectives when making correct choice of spelling, e.g. adjectives which end in /l/ sound are mostly spelt ‘-al’</p>	<p>Spell word families based on common words, showing how words are related in form and meaning (for example, solve, solution, solver, dissolve, insoluble)</p>	<p>For verbs where stress is on final syllable, root may need last consonant doubling before adding the suffix, e.g. forget: forgetting, forgotten; begin: beginning, beginner; prefer: preferred.</p>	<p>Convert nouns and adjectives into verbs using suffixes (for example, -ate; -ise; -ify)</p> <p>Use verb prefixes (for example, dis-, de-, mis-, over- and re-)</p>	<p>Understand how words are related by meaning as synonyms and antonyms (for example, big, large, little).</p>
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Loughborough Primary School Writing Progression Document



	<p>Writing: They write simple sentences which can be read by themselves and others. Spell some CEW accurately</p> <p>Speaking: They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p>	<p>Read back words they have spelt</p> <p>Re-read what they have written to check that it makes sense</p> <p>Misspellings of words that pupils have been taught to spell should be corrected</p> <p>Spell CEW accurately</p> <p>Use letter names to distinguish between alternative spellings of the same sound</p> <p>Spell the words: was, were, are, am.</p>	<p>Use some features of written Standard English.</p> <p>Make correct choice and consistent use of present tense and past tense throughout writing</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>Use the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel (for example, a rock, an open box)</p>	<p>Use Standard English forms for verb inflections instead of local spoken forms (for example, we were instead of we was, or I did instead of I done)</p>	<p>Ensuring 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>Know difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (for example, find out – discover; ask for – request; go in – enter)</p> <p>Levels of formality: The difference between structures typical of informal speech and structures appropriate for formal speech and writing (for example, the use of question tags: He's your friend, isn't he?)</p> <p>Use subjunctive forms of verbs to show level of formality e.g. <i>If I were you. If he were rich.</i></p> <p><i>The judge demands that he attend court. It is vital that they be prepared to speak.</i></p>
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Loughborough Primary School Writing Progression Document



Terminology for pupils	Progression of Skills: Writing						
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Examples: author, illustrator, top line, bottom line, first letter, last letter, trigraph, label	letter, capital letter word, singular, plural sentence, punctuation, full stop, question mark, exclamation mark	Noun, noun phrase, statement, question, exclamation, question, command, compound, suffix, adverb, verb, tense (past and present), apostrophe, comma	Preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')	Determiner, pronoun, possessive pronoun, adverbial	Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity	Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semicolon, bullet points