



Progression of Knowledge, Skills and Vocabulary: Writing

Early Writing Progression: Understanding the EYFS to KS1 Readiness to Progress

Organisation of Knowledge	Learning to Write	Writing to Learn	Writing for Enjoyment
Relevant ELG	<p>ELG: Writing</p> <ul style="list-style-type: none"> - Write recognisable letters, most of which are correctly formed - Spell words by identifying sounds in them and representing the sounds with a letter or letters - Write simple phrases and sentences that can be read by others <p>ELG: Speaking</p> <ul style="list-style-type: none"> - Express their ideas and feelings about their experiences using full sentences, including the use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher 		<p>ELG: Writing</p> <ul style="list-style-type: none"> - Write simple phrases and sentences that can be read by others <p>ELG: Speaking</p> <ul style="list-style-type: none"> - Express their ideas and feelings about their experiences using full sentences, including the use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher <p>ELG: Past and present</p> <ul style="list-style-type: none"> - Talk about the lives of the people around them and their roles in society. <p>ELG: Being imaginative and expressive</p> <ul style="list-style-type: none"> - Invent, adapt and recount narratives with peers and their teachers
KS1 Readiness Objective	<ul style="list-style-type: none"> - Holds pencils, pens and other marking making tools appropriately so that they can make marks in an increasingly controlled way. - To explore language and vocabulary in stories and the environment, and begin to use them accurately when talking. 	<ul style="list-style-type: none"> - Write independently to communicate their thoughts and ideas about their lived experiences. - Write words and sentences to help them to remember what they have done. 	<ul style="list-style-type: none"> - Have opportunities to make marks, and then to write about things in the world around them that they are inspired to write about.

Writing Progression: National Curriculum Programme of Study

English National Curriculum

Purpose of study

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

Aims of the National Curriculum

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Spoken language

The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers should therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills. Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils should also be taught to understand and use the conventions for discussion and debate.

All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.

Statutory requirements which underpin all aspects of spoken language across the six years of primary education form part of the national curriculum. These are reflected and contextualised within the reading and writing domains which follow.

School curriculum

The programmes of study for English are set out year-by-year for key stage 1 and two-yearly for key stage 2. The single year blocks at key stage 1 reflect the rapid pace of development in word reading during these two years. Schools are, however, only required to teach the relevant programme of study by the end of the key stage. Within each key stage, schools therefore have the flexibility to introduce content earlier or later than set out in the programme of study. In addition, schools can introduce key stage content during an earlier key stage if appropriate. All schools are also required to set out their school curriculum for English on a year-by-year basis and make this information available online.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. Schools are not required by law to teach the example content in [square brackets] or the content indicated as being 'non-statutory'.

Writing Progression: Programme of Study Overview

Writing

The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing).

It is essential that teaching develops pupils' competence in these two dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition. Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.

Spelling, vocabulary, grammar, punctuation and glossary

The two statutory appendices – on spelling and on vocabulary, grammar and punctuation – give an overview of the specific features that should be included in teaching the programmes of study.

Opportunities for teachers to enhance pupils' vocabulary arise naturally from their reading and writing. As vocabulary increases, teachers should show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. They should also teach pupils how to work out and clarify the meanings of unknown words and words with more than one meaning. References to developing pupils' vocabulary are also included within the appendices.

Pupils should be taught to control their speaking and writing consciously and to use Standard English. They should be taught to use the elements of spelling, grammar, punctuation and 'language about language' listed. This is not intended to constrain or restrict teachers' creativity, but simply to provide the structure on which they can construct exciting lessons. A non-statutory Glossary is provided for teachers.

Throughout the programmes of study, teachers should teach pupils the vocabulary they need to discuss their reading, writing and spoken language. It is important that pupils learn the correct grammatical terms in English and that these terms are integrated within teaching.

Writing Progression: Transcription – Spelling**

<p>Key Stage 1 – Year 1 (see English Appendix 1) Pupils should be taught to:</p> <ul style="list-style-type: none"> - spell: <ul style="list-style-type: none"> ➤ words containing each of the 40+ phonemes already taught ➤ common exception words ➤ the days of the week - name the letters of the alphabet: <ul style="list-style-type: none"> ➤ naming the letters of the alphabet in order ➤ using letter names to distinguish between alternative spellings of the same sound - add prefixes and suffixes: <ul style="list-style-type: none"> ➤ using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs ➤ using the prefix un– ➤ using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] - apply simple spelling rules and guidance, as listed in English Appendix 1 - write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. 	<p>Key Stage 1 – Year 2 (see English Appendix 1) Pupils should be taught to:</p> <ul style="list-style-type: none"> - spell by: <ul style="list-style-type: none"> ➤ segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly ➤ learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones ➤ learning to spell common exception words ➤ learning to spell more words with contracted forms ➤ learning the possessive apostrophe (singular) [for example, the girl’s book] ➤ distinguishing between homophones and near-homophones ➤ add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly ➤ apply spelling rules and guidance, as listed in English Appendix 1 ➤ write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. 	<p>Lower Key Stage 2 – Years 3 and 4 (see English Appendix 1) Pupils should be taught to:</p> <ul style="list-style-type: none"> - use further prefixes and suffixes and understand how to add them (English Appendix 1) - spell further homophones - spell words that are often misspelt (English Appendix 1) - place the possessive apostrophe accurately in words with regular plurals [for example, girls’, boys’] and in words with irregular plurals [for example, children’s] - use the first two or three letters of a word to check its spelling in a dictionary - write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	<p>Upper Key Stage 2 – Years 5 and 6 (see English Appendix 1) Pupils should be taught to:</p> <ul style="list-style-type: none"> - use further prefixes and suffixes and understand the guidance for adding them - spell some words with ‘silent’ letters [for example, knight, psalm, solemn] - continue to distinguish between homophones and other words which are often confused - use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 - use dictionaries to check the spelling and meaning of words - use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary - use a thesaurus
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		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics and Whole Word Spelling	Core Knowledge	<ul style="list-style-type: none"> - know how to use newly learned phonic knowledge to write words in ways which match their spoken sounds. <p>For detailed progression of phonics, please refer to the Little Wandle Letters and Sounds Revised Programme Overview (reception – page 1)</p>	<ul style="list-style-type: none"> - know the 40+ phonemes taught <p>For detailed progression of phonics, please refer to the Little Wandle Letters and Sounds Revised Programme Overview (Year 1 – pages 2 and 3)</p> <ul style="list-style-type: none"> - know the letters of the alphabet in order - know the letters name as well as the sounds made (to support spelling alternative sounds) 	<ul style="list-style-type: none"> - know how to segment words into phonemes and how these phonemes can be represented as a graphemes (including alternative graphemes) 	<ul style="list-style-type: none"> - to know what is meant by ‘homophone’. 		<ul style="list-style-type: none"> - to develop knowledge of morphology and etymology in spelling to help them understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1. 	
	Skills	<ul style="list-style-type: none"> - use phonic knowledge to write words in ways which match their spoken sounds. <p>For detailed progression of phonics, please refer to the Little Wandle Letters and Sounds Revised Programme Overview (reception – page 1)</p>	<ul style="list-style-type: none"> - spell words containing each of the 40+ phonemes taught - spell common exception words - spell the days of the week - name the letters of the alphabet in order - using letter names to distinguish between alternative spellings of the same sound 	<ul style="list-style-type: none"> - segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly - learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, include a few homophones 	<ul style="list-style-type: none"> - spell further homophones - spell words that are often misspelt (Appendix 1) 	<ul style="list-style-type: none"> - spell some words with <i>silent</i> letters - continue to distinguish between homophones and other words which are often confused - use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1 		

				<ul style="list-style-type: none"> - learning to spell some common exception words - distinguishing between homophones and near-homophones 		
Vocabulary	<p>grapheme digraph phoneme tricky word vowel consonant segment blend suffixes ending: -ing, -ed /t/, -ed /ɪd/ /ed/, -ed /d/ -er, -est</p> <p>For detailed progression of graphemes taught and progression of tricky words, please refer to the Little Wandle Letters and Sounds Revised Programme Overview (reception – page 1)</p> <p>Teachers should refer to Little Wandle planning for progression of vocabulary used to support phonic acquisition.</p>	<p>trigraph split vowel digraph syllable alphabet</p> <p>For detailed progression of graphemes taught and progression of tricky words, please refer to the Little Wandle Letters and Sounds Revised Programme Overview (Year 1 – pages 2 and 3)</p> <p>Teachers should refer to Little Wandle planning for progression of vocabulary used to support phonic acquisition.</p> <p>For a full overview of the Year 1 statutory spelling requirements and example words, see NC English Appendix 1 (pages 2 to 6)</p>	<p>homophone consonant letter vowel letter suffix contraction possessive apostrophe</p> <p>For a full overview of the Year 2 statutory spelling requirements and example words, see NC English Appendix 1 (pages 7 to 10)</p>	<p>prefix possessive apostrophe (for plural words)</p> <p>For a full overview of the Year 3 and 4 statutory spelling requirements and example words (including the statutory word list), see NC English Appendix 1 (pages 11 to 17)</p>	<p>hyphen letter string (e.g. ough); pupils may also refer to this as a quadgraph</p> <p>For a full overview of the Year 3 and 4 statutory spelling requirements and example words (including the statutory word list), see NC English Appendix 1 (pages 18 to 24)</p>	
Other word Building and Spelling	Core Knowledge	<ul style="list-style-type: none"> - to know and recognise some tricky and common exception words 	<ul style="list-style-type: none"> - to know when to use the spelling rule for adding -s or -es as a plural marker for nouns and verbs - to know that the prefix -un creates an antonym of the root word 	<ul style="list-style-type: none"> - to know what the possessive apostrophe does to singular nouns to understand what a contraction is in spelling 	<ul style="list-style-type: none"> - know and understand how to add further prefixes and suffixes - to know where the possessive apostrophe is to be placed in words with irregular plurals - to know how to use a dictionary (using the first 2 or 3 letters of a word to check its spelling) 	
	Skills	<ul style="list-style-type: none"> - to write some known tricky and common exception words (see SSP) 	<ul style="list-style-type: none"> - use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs using the prefix un- - using the suffixes -ing, -ed, -er and -est where no change is needed in the spelling of root words - apply simple spelling rules and guidance from Appendix 1 	<ul style="list-style-type: none"> - learning the possessive apostrophe (singular) - learning to spell more words with contracted forms - add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly - apply spelling rules and guidelines from Appendix 1 	<ul style="list-style-type: none"> - use further prefixes and suffixes - place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals - use dictionaries to check the spelling of words 	<ul style="list-style-type: none"> - know and understand how to add further prefixes and suffixes - to know how to use a dictionary (using the first 3 or 4 letters of a word to check its spelling, meaning or both)
	Vocabulary	<p>grapheme digraph phoneme tricky word vowel consonant segment blend</p>	<p>trigraph split vowel digraph syllable alphabet</p> <p>For detailed progression of graphemes taught and progression of tricky words, please refer to the Little</p>	<p>homophone consonant letter vowel letter suffix contraction possessive apostrophe</p> <p>For a full overview of the Year 2 statutory spelling</p>	<p>prefix possessive apostrophe (for plural words)</p> <p>For a full overview of the Year 3 and 4 statutory spelling requirements and example words (including the statutory word list), see NC English Appendix 1 (pages 11 to 17)</p>	<p>hyphen letter string (e.g. ough); pupils may also refer to this as a quadgraph</p> <p>For a full overview of the Year 3 and 4 statutory spelling requirements and example words (including the statutory word list), see NC English Appendix 1 (pages 18 to 24)</p>

		<p>suffixes ending: -ing, -ed /t/, -ed /d/ /ed/, -ed /d/ -er, -est</p> <p>For detailed progression of graphemes taught and progression of tricky words, please refer to the Little Wandle Letters and Sounds Revised Programme Overview (reception – page 1)</p> <p>Teachers should refer to Little Wandle planning for progression of vocabulary used to support phonic acquisition.</p>	<p>Wandle Letters and Sounds Revised Programme Overview (Year 1 – pages 2 and 3)</p> <p>Teachers should refer to Little Wandle planning for progression of vocabulary used to support phonic acquisition.</p> <p>For a full overview of the Year 1 statutory spelling requirements and example words, see NC English Appendix 1 (pages 2 to 6)</p>	<p>requirements and example words, see NC English Appendix 1 (pages 7 to 10)</p>		
writing from memory	Core Knowledge		<ul style="list-style-type: none"> - know how to apply phonics and spelling rules to write dictated simple sentences 	<ul style="list-style-type: none"> - know how to apply phonics and spelling rules to write dictated simple sentences - know how to apply punctuation taught so far (see Appendix 2). 		
	Skills		<ul style="list-style-type: none"> - write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far 	<ul style="list-style-type: none"> - write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far 		
	Vocabulary		<p>For a full overview of the Year 1 statutory spelling requirements and example words, see NC English Appendix 1 (pages 2 to 6)</p>	<p>For a full overview of the Year 1 statutory spelling requirements and example words, see NC English Appendix 1 (pages 2 to 6)</p>		
Handwriting	Core Knowledge	<ul style="list-style-type: none"> - know how to handle equipment and tools effectively, including pencils for writing - to know how to generate a simple sentence 	<ul style="list-style-type: none"> - know and understand which letters belong to which handwriting ‘families’ and to practise these - know and recognise capital letters and the digits 0 – 9 	<ul style="list-style-type: none"> - to know and understand which letters, when adjacent to one another, are best left unjoined - to know that reasonable spacing is to be used between words and that this should reflect the size of their written letters 	<ul style="list-style-type: none"> - to know and understand understand which letters, when adjacent to one another, are best left unjoined 	<ul style="list-style-type: none"> - know which shape of a letter is to be used when given choices - know when to join and when not to join specific letters - know that note-taking formation will likely look different to standard formation - know which writing implement is best suited for a task and to make this choice
	Skills	<ul style="list-style-type: none"> - show good control and coordination in large and small movements. - confidently move in a range of ways, safely negotiating space - use modelled letter formation when ready - write simple sentences which can be read by themselves and others 	<ul style="list-style-type: none"> - 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 - form digits 0-9 	<ul style="list-style-type: none"> - 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 - write capital letters and digits of the correct size, orientation and relationship to one another and to lowercase letters 	<ul style="list-style-type: none"> - use the diagonal and horizontal strokes that are needed to join letters - increase the legibility, consistency and quality of their handwriting 	<ul style="list-style-type: none"> - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters - choosing the writing implement that is best suited for a task

				- use spacing between words that reflects the size of the letters		
Vocabulary	left hand right hand grip	capital letter digit pencil grip finger spacing	joined unjoined spacing	ascenders descenders	note taking presentation	

**For a more detailed overview of our progression in spelling, please see the Spelling Shed Programme Overview and Medium-Term Planning

Writing Progression - Composition

<p>Key Stage 1 – Year 1 Pupils should be taught to:</p> <ul style="list-style-type: none"> - write sentences by: <ul style="list-style-type: none"> ➤ saying out loud what they are going to write about ➤ composing a sentence orally before writing it ➤ sequencing sentences to form short narratives ➤ re-reading what they have written to check that it makes sense - discuss what they have written with the teacher or other pupils - read aloud their writing clearly enough to be heard by their peers and the teacher. 	<p>Key Stage 1 – Year 2 Pupils should be taught to:</p> <ul style="list-style-type: none"> - develop positive attitudes towards and stamina for writing by: <ul style="list-style-type: none"> ➤ writing narratives about personal experiences and those of others (real and fictional) ➤ writing about real events ➤ writing poetry ➤ writing for different purposes - consider what they are going to write before beginning by: <ul style="list-style-type: none"> ➤ 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, revisions 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 and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form ➤ proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] - read aloud what they have written with appropriate intonation to make the meaning clear. 	<p>Lower Key Stage 2 – Years 3 and 4 Pupils should be taught to:</p> <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 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. 	<p>Upper Key Stage 2 – Years 5 and 6 Pupils should be taught to:</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 ➤ proof-read for spelling and punctuation errors - perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
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		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Contexts for Writing	Core Knowledge	- knowing how to create narratives by using ideas they have heard, listened to (reading), or events in their lives or others (role playing)		- know that there are different purposes for writing including fictional, poetry and non-fiction - beginning to distinguish between writing to inform and writing to entertain (purpose)	- know that a WAGOLL (what a good one looks like) can be used to develop their understanding of structure, vocabulary and grammar (collect phase in our writing process) - knowing that writers can inform, entertain and persuade - knowing that writers can have different audiences and will change the style of writing to suit		- know that as a writer, the form can change depending upon the audience and purpose (and that there are four purposes for writing: to entertain, to inform, to persuade and to discuss) - know how to analyse a WAGOLL and use it as a model for their own writing - knowing that different cohesive tools (including purposeful dialogue) help authors develop characters and settings	
	Skills	- develop own narratives and explanations by connecting ideas or events - write simple sentences which can be read by themselves and others		- writing narratives about personal experiences and those of others (real and fictional) - writing about real events - writing poetry - writing for different purposes	- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar		- identifying the audience and purpose of the writing, selecting they appropriate form and using other similar writing as models for their own - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed	

	Vocabulary	story writing writer / author		purpose (inform and entertain) poetry narrative recount text	WAGOLL (including the word 'analyse') purpose (inform, entertain and persuade) audience form	analyse purpose (inform, entertain, persuade and discuss) cohesion dialogue
Planning Writing	Core Knowledge	- know that a sentence is a written piece of inform which can be read by themselves and/or others	- knowing that planning writing can be verbal and that this helps a writer organise their ideas	- knowing that written planning (or notes) can accompany orally rehearsed sentences	- know that discussing ideas with others can help us as writers - know that note-taking and plans help us record initial ideas (but these may change as we develop our writing) - know that composing and rehearsing sentences orally can help with idea building, structure and syntax	- knowing that different types (or lengths) of writing may require different planning formats and tools - know that writers draw on their reading and research to support them developing their ideas.
	Skills	- write simple sentences which can be read by themselves and others	- saying out loud what they are going to write about - composing a sentence orally before writing	- planning or saying out loud what they are going to write about	- discussing and recording ideas - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures	- noting and developing initial ideas, drawing on reading and research where necessary
	Vocabulary	sentence	planning compose (building a sentence)	plan notes rehearse (rehearsing a sentence orally before writing)	note-taking sentence structure dialogue	writing as readers research
Drafting Writing	Core Knowledge		- knowing that narratives will have events sequenced in order - knowing that a writer will re-read their own work to check it makes sense	- knowing that collecting ideas, key words and new vocabulary can help formulate their own ideas for writing (collect phase) - knowing that sentences structure ideas and help give clarity to what a writer is wanting to say	- knowing that writers/authors use paragraphs to organise ideas and that these are often around a theme - knowing that in narrative writing, a writer needs to create settings, describe characters and sequence the plot - knowing that non-narrative writing will often use simple organisational devices to help the reader locate information easily (e.g. headings and sub-headings)	- knowing that carefully planned and executed grammatical and language choices can have an impact on the reader and enhance the meaning of their writing - knowing that in narrative writing, authors describe settings, characters and atmosphere to convey character and advance the action (and know that a range of writer's tools can be used to do this) - knowing how to summarise longer passages of writing and maintain the overall meaning (or gist)
	Skills		- sequencing sentences to form short narratives - re-reading what they have written to check that it makes sense	- writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence	- organising paragraphs around a theme - in narratives, creating settings, characters and plot - in non-narrative material, using simple organisational devices (headings and subheadings)	- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - in narratives, describing settings, characters and atmosphere to convey character and advance the action - précisising 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
	Vocabulary		sequence	'magpie-ing' / collecting	paragraph setting character plot non-narrative devices: headings, sub-headings, captions, illustrations, diagram, title	atmosphere summarise

Editing Writing	Core Knowledge	<ul style="list-style-type: none"> - knowing that discussion with their teacher or other pupils can help them find ways to improve their writing 	<ul style="list-style-type: none"> - knowing that correct use of verbs can help the overall meaning of their writing - knowing that proofreading is a skill which involves checking for errors in spelling, grammar and punctuation 	<ul style="list-style-type: none"> - know how to assess the effectiveness of their own and other's writing and how to suggest improvements (our 3C approach supports this) - beginning to know and understand the difference between 'editing' and 'improving' (editing: proofreading for errors in spelling, grammar and punctuation; improving: making changes to grammar and vocabulary to improve consistency and meaning) 	<ul style="list-style-type: none"> - know how to assess the effectiveness of their own and other's writing and how to suggest improvements (our 3C approach supports this) - securing a firmer knowledge and understanding of the difference between 'editing' and 'improving' (editing: proofreading for errors in spelling, grammar and punctuation; improving: making changes to grammar and vocabulary to improve consistency and meaning) - knowing what is meant by subject and verb agreement - knowing that good writers will adapt their language for speech and narration as appropriate (and that good use of this will enhance meaning and grip the reader) 	
	Skills	<ul style="list-style-type: none"> - discuss what they have written with the teacher or other pupils 	<ul style="list-style-type: none"> - evaluating their writing with the teacher and other pupils - re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form - proofreading to check for errors in spelling, grammar and punctuation 	<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 - proofread for spelling and punctuation errors 	<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 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 - proofread for spelling and punctuation errors 	
	Vocabulary		editing	proofreading	editing improving	subject and verb agreement register (for speech and narration)
Performing Writing	Core Knowledge	<ul style="list-style-type: none"> - knowing that expression of voice can help tell the story better 	<ul style="list-style-type: none"> - knowing how to project their voice so that their writing can be heard clearly enough by their peers and teacher 	<ul style="list-style-type: none"> - knowing that appropriate expression and intonation (prosody) can make the meaning of their writing clear 	<ul style="list-style-type: none"> - knowing that when reading their own writing aloud, their voice can be used to build suspense, or deliberately slow events down, and doing so can make their meaning very clear 	<ul style="list-style-type: none"> - knowing how to read their work aloud to hook the reader and ensure the meaning is clear. - knowing what is meant by expression, intonation, volume and movement when reading writing aloud
	Skills	<ul style="list-style-type: none"> - express themselves effectively, showing awareness of listeners' needs 	<ul style="list-style-type: none"> - read their writing aloud clearly enough to be heard by their peers and the teacher 	<ul style="list-style-type: none"> - read aloud what they have written with appropriate intonation to make the meaning clear 	<ul style="list-style-type: none"> - read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that their meaning is clear 	<ul style="list-style-type: none"> - perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear
	Vocabulary	voice	expression volume		control (voice) suspense	intonation

Writing Progression: Vocabulary, Grammar and Punctuation

<p>Key Stage 1 – Year 1 Pupils should be taught to:</p> <ul style="list-style-type: none"> - develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> ➤ leaving spaces between words ➤ joining words and joining clauses using <i>and</i> and beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark ➤ using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' - learning the grammar for year 1 in English Appendix 2 - use the grammatical terminology in English Appendix 2 in discussing their writing. 	<p>Key Stage 1 – Year 2 Pupils should be taught to:</p> <ul style="list-style-type: none"> - develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> ➤ learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) - learn how to use: <ul style="list-style-type: none"> ➤ sentences with different forms: statement, question, exclamation, command ➤ expanded noun phrases to describe and specify [for example, the blue butterfly] ➤ the present and past tenses correctly and consistently including the progressive form ➤ subordination (using <i>when, if, that, or because</i>) and co-ordination (using <i>or, and, or but</i>) ➤ the grammar for year 2 in English Appendix 2 ➤ some features of written Standard English ➤ use and understand the grammatical terminology in English Appendix 2 in discussing their writing. 	<p>Lower Key Stage 2 – Years 3 and 4 Pupils should be taught to:</p> <ul style="list-style-type: none"> - develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> ➤ extending the range of sentences with more than one clause by using a wider range of conjunctions, including <i>when, if, because, although</i> ➤ using the present perfect form of verbs in contrast to the past tense ➤ choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition ➤ using conjunctions, adverbs and prepositions to express time and cause ➤ using fronted adverbials ➤ learning the grammar for years 3 and 4 in English Appendix 2 - indicate grammatical and other features by: <ul style="list-style-type: none"> ➤ using commas after fronted adverbials ➤ indicating possession by using the possessive apostrophe with plural nouns <i>'s</i> and using and punctuating direct speech - use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. 	<p>Upper Key Stage 2 – Years 5 and 6 Pupils should be taught to:</p> <ul style="list-style-type: none"> - develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> ➤ recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms ➤ using passive verbs to affect the presentation of information in a sentence ➤ using the perfect form of verbs to mark relationships of time and cause ➤ using expanded noun phrases to convey complicated information concisely ➤ using modal verbs or adverbs to indicate degrees of possibility ➤ using relative clauses beginning with <i>who, which, where, when, whose, that</i> or with an implied (i.e. omitted) relative pronoun ➤ learning the grammar for years 5 and 6 in English Appendix 2 - indicate grammatical and other features by: <ul style="list-style-type: none"> ➤ using commas to clarify meaning or avoid ambiguity in writing ➤ using hyphens to avoid ambiguity ➤ using brackets, dashes or commas to indicate parenthesis ➤ using semi-colons, colons or dashes to mark boundaries between independent clauses ➤ using a colon to introduce a list ➤ punctuating bullet points consistently - use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.
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		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Vocabulary	Core Knowledge		<ul style="list-style-type: none"> - know that their writing can be read clearly if spaces (finger spaces) are left between words - <i>and</i> can be used to join words and clauses 	<ul style="list-style-type: none"> - know that adding pre-modifiers (adjectives) to nouns can help describe and specify 	<ul style="list-style-type: none"> - know a wider range of conjunctions to extend sentences to include more than one clause - know that pronouns and nouns can avoid poor repetition and add clarity to their writing - know the role co-ordinating and subordinating conjunctions, adverbs and prepositions in sentences 	<ul style="list-style-type: none"> - know that a thesaurus is a tool to find synonyms (develop their understanding and accuracy of synonyms by selecting for purposes and audience) - know how to expand nouns using pre-modifiers and post-modifiers - know that modal verbs and use of adverbs can help demonstrate how certain something is 		
	Skills		<ul style="list-style-type: none"> - leave spaces between words - join words and join clauses using <i>and</i> 	<ul style="list-style-type: none"> - expanded noun phrases to describe and specify 	<ul style="list-style-type: none"> - extend the range of sentences with more than one clause by using a wider range of conjunctions, including: <i>when, if, because, although</i> - choose nouns or pronouns appropriately for clarity, cohesion and to avoid repetition - use conjunctions, adverbs and prepositions to express time and cause (<i>and place</i>) 	<ul style="list-style-type: none"> - use a thesaurus - using expanded noun phrases to convey complicated information concisely - using modal verbs or adverbs to indicate degrees of possibility 		
Grammar	Core Knowledge	<ul style="list-style-type: none"> - know how to respond to <i>how</i> and <i>why</i> questions - know that events have taken place in the past, are taking place now or will take place in the future 	<ul style="list-style-type: none"> - know a range of spelling rules to apply suffixes and prefixes (specified for Year 1 below and in Appendix 1) - know how to demarcate the start and end of their sentence 	<ul style="list-style-type: none"> - know the four types of sentence (stated below) and the punctuation and structure for each - know that verbs help us write in the present and past tense 	<ul style="list-style-type: none"> - know what the present and past perfect form of verbs is and how to apply it in their writing - know a range of spelling rules to apply suffixes and prefixes (specified for 	<ul style="list-style-type: none"> - know how to add detail and precision by using fronted adverbials - know that nouns can be expanded with post-modifiers (prepositions) - know a range of spelling rules to apply to plurals 	<ul style="list-style-type: none"> - know how to add detail and precision by using relative clauses - know that some nouns or adjectives can be converted to verbs (spelling planning) 	<ul style="list-style-type: none"> - know and understand what the subjunctive form is (how to write it and how to identify it) - know and understand the difference between active and passive verbs

			<ul style="list-style-type: none"> - know that capital letters are used for names and the personal pronoun / 	<ul style="list-style-type: none"> - know that they can link ideas with some subordinating clauses to extend sentences - know a range of spelling rules to apply suffixes and prefixes (specified for year 2 below and in Appendix 1) 	Year 3 below and in Appendix 1)	(specified for Year 4 below and in Appendix 1)	<ul style="list-style-type: none"> - supports this knowledge building) - know a range of spelling rules to apply prefixes (specified for Year 5 below and in Appendix 1) 	<ul style="list-style-type: none"> - know the differences between formal and informal language - know that accurate use of synonyms and antonyms can enhance the meaning of their writing - know a wider range of cohesive devices as well as how to apply and develop previously taught ones.
	Skills	<ul style="list-style-type: none"> - answer how and why questions about their experiences and in response to stories or events - use past, present and future forms accurately when talking about events that have happened or are to happen in the future 	<ul style="list-style-type: none"> - apply regular plural noun suffixes (-s, -es) - apply verb suffixes where root word in unchanged (-ing, -ed, -er) - use the <i>un-</i> prefix to change meaning of adjectives/adverbs - combine words to make sentences, including using and sequencing sentences to form short narratives - separate words with spaces - use basic sentence demarcation (. ! ?) - use capital letters for names and the personal pronoun / 	<ul style="list-style-type: none"> - write sentences with different forms: statement, question, exclamation, command - use the present and past tenses correctly and consistently including the progressive form - use subordination (using when, if, that or because) and co-ordination (using but, or and and) - use some features of written Standard English - use suffixes to form new words (-ful, -er, -ness) - use sentence demarcation - use commas in lists - use apostrophes for omission and singular possession 	<ul style="list-style-type: none"> - use the present perfect form of verbs in contrast to the past tense - form nouns using prefixes (<i>super-, anti-</i>) - use the correct form of <i>a</i> or <i>an</i> - spell word families based on common words (<i>solve, solution, dissolve, insoluble</i>) 	<ul style="list-style-type: none"> - use fronted adverbials - apply the difference between plural and possessive –s - apply the standard English verb inflections (<i>I did vs I done</i>) - extend noun phrases, including with prepositions - use appropriate or noun to create cohesion 	<ul style="list-style-type: none"> - use the perfect form of verbs to mark relationships of time and cause - use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun - convert nouns or adjectives into verbs - apply verb prefixes - use devices to build cohesion, including adverbials of time, place and number 	<ul style="list-style-type: none"> - recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms - use passive verbs to affect the presentation of information in a sentence - use the perfect for of verbs to mark relationships of time and cause - apply the differences in informal and formal language - use synonyms and antonyms - use further cohesive devices such as grammatical connections and adverbials - use of ellipsis
Punctuation	Core Knowledge	(as above – Grammar)	<ul style="list-style-type: none"> - know that a sentence starts with a capital and its ending can be demarcated with a full stop, exclamation mark or question mark - know the varying uses of capital letters (outlined below) 	<ul style="list-style-type: none"> - building on previous knowledge of demarcation by understanding that commas can be used for lists and apostrophes can be used for contracted forms 	<ul style="list-style-type: none"> - know what is meant by inverted commas and that they can be used for dialogue 	<ul style="list-style-type: none"> - build on previous knowledge of commas and know that they can be used for clarity (e.g. after a fronted adverbial) - know how to apply the possessive apostrophe accurately 	<ul style="list-style-type: none"> - build on previous knowledge of commas and know that they can be used for further clarity and to avoid ambiguity in their writing - know that additional information/detail can be added to their writing using parenthesis 	<ul style="list-style-type: none"> - know and understand the difference between a dash and a hyphen – that hyphen is used to join words to avoid ambiguity (often creating adjectives) - know that clauses and multi-clause structures can be demarcated using semi-colons and colons (semi-colons link similar ideas and colons are using to explain)
	Skills	(as above – Grammar)	<ul style="list-style-type: none"> - begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark - use a capital letter for names of people, places, the days of the week, and the personal pronoun / 	<ul style="list-style-type: none"> - learn how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes (inverted commas) for 	<ul style="list-style-type: none"> - use and punctuate inverted commas for direct speech 	<ul style="list-style-type: none"> - use commas after fronted adverbials - indicate possession by using the possessive apostrophe with singular and plural nouns - use and punctuate direct speech (including punctuation within and 	<ul style="list-style-type: none"> - use commas to clarify meaning or avoid ambiguity in writing - use brackets, dashes or commas to indicate parenthesis 	<ul style="list-style-type: none"> - use hyphens to avoid ambiguity - use semi-colons, colons or dashes to mark boundaries between independent clauses

				contracted forms and the possessive (singular)		surround inverted commas)		
Grammatical Terminology	Vocabulary		<p>letter capital letter words singular plural sentence punctuation full stop question mark exclamation mark</p>	<p>noun noun phrase statement question exclamation commas compound word adjective verb suffix adverb tense (past, present) apostrophe comma</p>	<p>adverb preposition conjunction word family prefix clause subordinate clause inverted commas direct speech consonant consonant letter vowel vowel letter</p>	<p>determiner pronoun possessive pronoun adverbial</p>	<p>modal verb relative pronoun parenthesis bracket dash cohesion ambiguity</p>	<p>subject object active passive synonym antonym ellipsis hyphen colon semi-colon bullet points</p>

What will our pupils go on to learn?

Writing Progression: Programme of Study KS3 and KS4

KS3 English Programme of Study

Purpose of study

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

Aims

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Spoken language

The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language continues to underpin the development of pupils' reading and writing during key stage 3 and teachers should therefore ensure pupils' confidence and competence in this area continue to develop. Pupils should be taught to understand and use the conventions for discussion and debate, as well as continuing to develop their skills in working collaboratively with their peers to discuss reading, writing and speech across the curriculum.

Writing

Pupils should continue to develop their knowledge of and skills in writing, refining their drafting skills and developing resilience to write at length. They should be taught to write formal and academic essays as well as writing imaginatively. They should be taught to write for a variety of purposes and audiences across a range of contexts. This requires an increasingly wide knowledge of vocabulary and grammar.

Opportunities for teachers to enhance pupils' vocabulary will arise naturally from their reading and writing. Teachers should show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language.

Pupils should be taught to control their speaking and writing consciously, understand why sentences are constructed as they are and to use Standard English. They should understand and use age-appropriate vocabulary, including linguistic and literary terminology, for discussing their reading, writing and spoken language. This involves consolidation, practice and discussion of language. It is important that pupils learn the correct grammatical terms in English and that these terms are integrated within teaching.

Teachers should build on the knowledge and skills that pupils have been taught at key stage 2. Decisions about progression should be based on the security of pupils' linguistic knowledge, skills and understanding and their readiness to progress to the next stage. Pupils whose linguistic development is more advanced should be challenged through being offered opportunities for increased breadth and depth in reading and writing. Those who are less fluent should consolidate their knowledge, understanding and skills, including through additional practice.

Glossary

A non-statutory [Glossary](#) is provided for teachers.

KS4 English Programme of Study

Purpose of study

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

Aims

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Spoken language

The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language continues to underpin the development of pupils' reading and writing during key stage 4 and teachers should therefore ensure pupils' confidence and competence in this area continue to develop. Pupils should be taught to understand and use the conventions for discussion and debate, as well as continuing to develop their skills in working collaboratively with their peers to discuss reading, writing and speech across the curriculum.

Writing

Pupils should continue to develop their knowledge of and skills in writing, refining their drafting skills and developing resilience to write at length. They should be taught to write formal and academic essays as well as writing imaginatively. They should be taught to write for a variety of purposes and audiences across a range of contexts. This requires an increasingly wide knowledge of vocabulary and grammar.

Opportunities for teachers to enhance pupils' vocabulary will arise naturally from their reading and writing. Teachers should show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language.

Pupils should be taught to control their speaking and writing consciously, understand why sentences are constructed as they are and to use Standard English. They should understand and use age-appropriate vocabulary, including linguistic and literary terminology, for discussing their reading, writing and spoken language. This involves consolidation, practice and discussion of language. It is important that pupils learn the correct grammatical terms in English and that these terms are integrated within teaching. Teachers should build on the knowledge and skills that pupils have been taught at key stage 3. Decisions about progression should be based on the security of pupils' linguistic knowledge, skills and understanding and their readiness to progress to the next stage. Pupils whose linguistic development is more advanced should be challenged through being offered opportunities for increased breadth and depth in reading and writing. Those who are less fluent should consolidate their knowledge, understanding and skills, including through additional practice.

Glossary

A non-statutory [glossary](#) is provided for teachers.

Schools are not required by law to teach the example content in [square brackets] or the content indicated as being 'non-statutory'.

<p>Attainment targets By the end of key stage 3, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.</p>	
<p>Writing Progression: Subject Content KS3</p>	<p>Writing Progression: Subject Content KS4</p>
<p>Writing Pupils should be taught to:</p> <ul style="list-style-type: none"> - write accurately, fluently, effectively and at length for pleasure and information through: <ul style="list-style-type: none"> ➤ writing for a wide range of purposes and audiences, including: <ul style="list-style-type: none"> • well-structured formal expository and narrative essays • stories, scripts, poetry and other imaginative writing • notes and polished scripts for talks and presentations • a range of other narrative and non-narrative texts, including arguments, and personal and formal letters ➤ summarising and organising material, and supporting ideas and arguments with any necessary factual detail ➤ applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form ➤ drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing - plan, draft, edit and proof-read through: <ul style="list-style-type: none"> ➤ considering how their writing reflects the audiences and purposes for which it was intended ➤ amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness ➤ paying attention to accurate grammar, punctuation and spelling; applying the spelling patterns and rules set out in English Appendix 1 to the key stage 1 and 2 programmes of study for English. <p>Grammar and vocabulary Pupils should be taught to:</p> <ul style="list-style-type: none"> - consolidate and build on their knowledge of grammar and vocabulary through: <ul style="list-style-type: none"> ➤ extending and applying the grammatical knowledge set out in English Appendix 2 to the key stage 1 and 2 programmes of study to analyse more challenging texts ➤ studying the effectiveness and impact of the grammatical features of the texts they read ➤ drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects ➤ knowing and understanding the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English ➤ using Standard English confidently in their own writing and speech ➤ discussing reading, writing and spoken language with precise and confident use of linguistic and literary terminology. 	<p>Writing Pupils should be taught to:</p> <ul style="list-style-type: none"> - write accurately, fluently, effectively and at length for pleasure and information through: <ul style="list-style-type: none"> ➤ adapting their writing for a wide range of purposes and audiences: to describe, narrate, explain, instruct, give and respond to information, and argue ➤ selecting and organising ideas, facts and key points, and citing evidence, details and quotation effectively and pertinently for support and emphasis ➤ selecting, and using judiciously, vocabulary, grammar, form, and structural and organisational features, including rhetorical devices, to reflect audience, purpose and context, and using Standard English where appropriate - make notes, draft and write, including using information provided by others [e.g. writing a letter from key points provided; drawing on and using information from a presentation] - revise, edit and proof-read through: <ul style="list-style-type: none"> ➤ reflecting on whether their draft achieves the intended impact ➤ restructuring their writing, and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness ➤ paying attention to the accuracy and effectiveness of grammar, punctuation and spelling. <p>Grammar and vocabulary Pupils should be taught to:</p> <ul style="list-style-type: none"> - consolidate and build on their knowledge of grammar and vocabulary through: <ul style="list-style-type: none"> ➤ studying their effectiveness and impact in the texts they read ➤ drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects <p>analysing some of the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English</p>

