



## Higham Primary School Progression of Knowledge and Skills

### English – Writing (The 21 steps)

#### **Intent**

At Higham, English and the teaching of English is the foundation of our curriculum. Our main aim is to ensure every single pupil becomes primary literate and progresses in the areas of reading, writing and speaking and listening. English is embedded within all our lessons and we will strive for a high level of English for all.

Higham Primary School shares the aims of the National Curriculum for English (2014) by ensuring 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.

At Higham, we believe that all pupils should have the opportunity to be fluent, confident readers who are able to successfully comprehend and understand a wide range of texts. We want pupils to develop a love of reading, a good knowledge of a range of authors, and be able to understand more about the world in which they live through the information they gain from texts. By using high-quality texts, immersing children in vocabulary rich learning environments and having a clear progression of skills, the children at Higham will be exposed to a language heavy, creative and continuous English curriculum which will not only enable them to become primary literate but will also develop a love of reading, creative writing and purposeful speaking and listening.

At Higham, we believe that all pupils should be able to confidently communicate their knowledge, ideas and emotions through their writing. We want pupils to acquire a wide vocabulary, a solid understanding of grammar and be able to spell new words effectively by applying the spelling patterns and rules they learn throughout their time in primary school. We want them to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences. We believe that all pupils should be encouraged to take pride in the presentation of their writing, in part by developing a neat, joined, handwriting style by the time they move to secondary school. We believe that all good writers refine and edit their writing over time, so we want children to develop independence in being able to identify their own areas for improvement in pieces of writing, editing their work effectively during and after the writing process.

We understand the importance of parents and carers in supporting their children to develop word reading, comprehension skills, grammar, spelling and composition skills, and encourage a home-school partnership which enables parents and carers to understand how to enhance the skills being taught in school through high-quality texts.

#### **Implementation**

In our school, the teaching of English allows pupils to incrementally build their skills in reading and writing within a carefully designed curriculum. We have a rigorous and well organised English curriculum and framework that provides many purposeful opportunities for reading, writing and discussion. We use a wide variety of quality texts including fiction, non-fiction, poetry and film clips to motivate and inspire our children. Teachers also ensure that cross curricular links with concurrent theme work are woven in the programme of study.

##### **Spoken Language**

Spoken language underpins the development of reading and writing and is integral across the whole curriculum – cognitively, socially and linguistically. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding of reading and writing. Teachers ensure pupils are confident and competent in spoken language and listening skills, by building secure foundations through use of discussion and debate. Pupils are encouraged to listen and respond appropriately; ask relevant questions to extend their understanding and knowledge; articulate and justify answers, arguments and opinions; and give well-structured descriptions, explanations and narratives for different purposes. Pupils are taught to maintain attention and participate actively in collaborative conversations and to consider and evaluate different viewpoints. Teachers provide opportunities for pupils to participate in presentations, performances, role play and improvisations and debates. Through drama, pupils are given the opportunity and encouragement to develop and demonstrate their creative talents and imagination.

##### **Phonics**

Phonics is taught throughout the school using the Read Write Inc. scheme, which ensures systematic coverage and progression. Children start phonics when they join our reception class and is initially taught as a whole class, focusing on children's recognition of the letter sounds and how to read and write these. From the spring term of reception, and into Key Stage 1 children are taught in smaller groups, led either by the class teacher or by trained teaching assistant. The children are assessed regularly to ensure that they are in the appropriate group for supporting and extending their individual needs. During the summer term in Year 1, pupils undertake the statutory Phonics Screening Check which assess their ability to apply what they have learnt, and parents are informed of their child's achievement at the end of



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the school year. Pupils who do not pass their Phonic Screening Check continue to have intervention to support the acquisition of these key skills.

#### **Reading**

We aim to create successful, fluent, readers who will monitor their understanding of what they are reading and review the text when something does not make sense. In reading lessons, pupils are explicitly taught strategies including inference, questioning, clarifying, summarising, prediction and activating prior knowledge. The pupils use these strategies to check how well they comprehend what they have read and overcome barriers to comprehension. Pupils develop skills in skimming and scanning, forming opinions, thinking aloud, asking questions, getting the gist, connecting to prior knowledge, inference and prediction. In Key Stage 2, whole class reading lessons explicitly teach pupils reading skills through the use of VIPERS (Vocabulary, Infer, Predict, Explain, Retrieve and Sequence or Summarise).

These skills are applied by the pupils with increased independence when interacting with texts across all curriculum areas. Pupils are exposed to a rich and varied reading curriculum which helps them develop culturally, emotionally, intellectually, socially and spiritually.

At Higham we use the Read Write Inc programme for the teaching of early reading skills and pupils have access to a selection of phonics based scheme books for reading at home. Once pupils have acquired the sufficient reading skills to be able to independently access texts, we use the Accelerated Reader Programme to continue to support their reading and vocabulary development. A Star test is completed as a baseline and then repeated regularly which provides teachers with the child's Zone of Proximal Development (ZPD).

The scheme is structured to ensure that children have access to a wide range of texts, and allows for pupils to develop their skills within a specific level before moving to the next level. Our aim for all pupils is to be on the Accelerated Reader Programme by the beginning of Year 3. Where a pupil has been identified as not on track to achieve this target, intervention is put in place through 1:1 and small group reading support to enable them to catch up and achieve in line with their peers. Pupils are able to access books from our extensive library within their ZPD and once they have finished a text they then undertake a comprehension 'quiz' and/or vocabulary test. Time is allocated throughout the week for quiet reading and for children to complete a quiz. Assessments are analysed regularly and weekly diagnostic reports inform class teachers of pupils progress against their individual targets. Parents have access to and are able to view their child's progress through the use of Home Connect.

Each classroom has vibrant and inviting reading area, with a range of non-fiction and poetry books relating to a variety of curriculum subjects to ensure engagement remains high. There is also a selection of books which are directly linked to the theme for the term so that pupils can apply their reading skills across the curriculum and read more widely around a subject.

All pupils have a home-reading record which they are encouraged to take home daily. Parents, carers and pupils are asked to add comments to indicate how much pupils have read.

Reading is celebrated in classrooms and around the school at Higham. Children are read to regularly and our bright and colourful displays celebrate the children's favourite authors, characters and books. In addition, throughout the school year the importance of reading is enhanced through World Book Day.

#### **Writing**

At Higham, we teach English as whole class lessons, so that all children have access to the age-related skills and knowledge contained in the National Curriculum.

Writing skills are developed through a text-based approach. From 'hooking' the pupils in at the start of a unit and exploring the text in order to build an understanding of the writer's craft, pupils develop a deep understanding of the components of writing – planning, drafting, sharing, evaluating, revising, editing and then publishing. Texts are carefully chosen to deepen pupils knowledge of the wider curriculum, while ensuring pupils are immersed in our rich and varied literary heritage and high quality vocabulary.

As we believe consistency and well-taught English is the foundation of a valuable education, we ensure that the teaching of writing is purposeful, robust and shows clear progression for all children. In line with the new National Curriculum, all year groups are taught the explicit grammar, punctuation and spelling objectives required for that age groups. As well as teaching the objectives, teachers are able to embed the skills throughout the year in cross-curricular writing opportunities ensuring that most children are achieving the objectives at the expected level and that some children can achieve at a greater depth standard. In this sense, assessment of writing is also more fluid as teachers can assess against a set framework. All year groups use the same format for assessing writing which have been produced in line with the end of Key Stage assessment frameworks as published by the Department for Education.

Our pupils are exposed to variety of genres which help them to utilise and embed their writing skills and teachers use a writing journey to plan, structure and teach their English lessons. This journey is designed to show progress, teach the pertinent year group objectives, apply and consolidate these skills and develop vocabulary. Writing is taught through the use of a quality text, which exposes the children to inference, high-level vocabulary, a range of punctuation and characterisation. Each text is purposefully selected in order to promote a love of reading, engagement and high quality writing from each child.

#### **Spellings**

Spellings are taught according to the rules and words contained in Appendix 1 of the English National Curriculum. In Years 2 to 5 RWI Spelling is used to build upon their existing phonic knowledge.

RWI Spelling is an interactive programme, which uses a variety of resources and activities to help children to learn spellings with common patterns and use rules in order to help them recall spellings as well as teaching exceptions to these rules. Each pupil has a class-based individual workbook to allow them to practise their spellings and the teaching naturally embeds pupils' knowledge and understanding of



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phonics at all ages across our Year 2 to Year 5 classes. Individual spelling log books are used for children to record and learn their own spellings. In Year 6 Spelling Shed is used to support the teaching of spelling. When marking work, we do not correct all spelling errors, as this can demoralise children and inhibit pupil's experimentation with more adventurous vocabulary. Instead we focus on high frequency words, topic words and those studied in spelling lessons.

#### **Grammar and Punctuation**

Grammar and punctuation knowledge and skills are taught through English lessons as much as possible. Teachers teach the required skills through the genres of writing that they are teaching, linking it to the genre to make it more relevant to the intended writing outcome. Teachers will sometimes focus on particular grammar and punctuation skill as a standalone lesson, if they feel that the pupils need additional lessons to embed and develop their understanding or to consolidate skills.

#### **Handwriting**

In Key Stage 1 and Year 3, handwriting sessions are taught regularly to the children and follow a cursive programme. The children have separate handwriting books and are expected to apply this cursive script into their daily writing.

#### **Assessment**

Assessment is an integral part of teaching and learning and is a continuous process. Teachers use formative assessment strategies daily to assess children's learning and understanding, through: effective questioning, clear learning objectives and success criteria, facilitating and listening to discussion, providing feedback and the marking of work, including identifying next steps in their learning. At the end of all lessons, teachers and pupils reflect on their own learning against the steps to success criteria. These ongoing assessments inform future planning and teaching. Lessons are adapted readily and interventions are put in place where necessary.

### **Impact**

As a result we will have a community of enthusiastic readers and writers who enjoy showcasing their developing literacy knowledge and skills. They are confident to take risks in their reading and writing and love to discuss and share their ideas.

The impact on our children is clear: progress, sustained learning and transferrable skills. With the implementation of the writing journey being well established and taught thoroughly in both key stages, children are becoming more confident writers and by the time they are in upper Key Stage 2, most genres of writing are familiar to them and the teaching can focus on creativity, writer's craft, sustained writing and manipulation of grammar and punctuation skills.

As all aspects of English are an integral part of the curriculum, cross curricular writing standards will have also improved, as skills taught in English lessons are transferred into other subjects; this shows consolidation of skills and a deeper understanding of how and when to use specific grammar and punctuation. We hope that as children move on from us to further their education and learning that their creativity, passion for English and high aspirations travel with them and continue to grow and develop as they do.

In summary the impact of our English curriculum is:

- pupils will enjoy reading/writing across a range of genres
- pupils of all abilities will be able to succeed in all reading lessons/English lesson because work will be appropriately scaffolded
- pupils will use a range of strategies for decoding words, not solely relying on phonics
- pupils will have a good knowledge of a range of authors
- pupils will have a wide vocabulary that they will use within their writing
- pupils will have a good knowledge of how to adapt their writing based on the context and audience
- pupils will be ready to read in any subject in their forthcoming secondary education
- pupils will leave primary school being able to effectively apply spelling rules and patterns they have been taught.
- parents and carers will have a good understanding of how they can support reading, spelling, grammar and composition at home and contribute regularly to home-school records and home learning



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Early Years Foundation Stage			
ELG	Communication and Language	Listening, Attention and Understanding	<ul style="list-style-type: none"> <li>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</li> <li>Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul>
		Speaking	<ul style="list-style-type: none"> <li>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul>
ELG	Physical Development	Fine Motor Skills	<ul style="list-style-type: none"> <li>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> </ul>
ELG	Literacy	Comprehension	<ul style="list-style-type: none"> <li>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>Anticipate (where appropriate) key events in stories.</li> <li>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> </ul>
		Word Reading	<ul style="list-style-type: none"> <li>Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>Read words consistent with their phonic knowledge by sound-blending.</li> <li>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>
		Writing	<ul style="list-style-type: none"> <li>Write recognisable letters, most of which are correctly formed.</li> <li>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>Write simple phrases and sentences that can be read by others.</li> </ul>

For further details on English in EYFS please see separate document 'Reading in EYFS' and 'Spoken Language in EYFS'



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Year R	Step 1	Step 2	Step 3	End of year Expectations
Writing	<ul style="list-style-type: none"> <li>• I use and enjoy mark making materials and give meaning to my marks.</li> <li>• I can write my name, although some letter formations may be incorrect and there is a mixture of lower/upper case letters.</li> <li>• I can write single letters or groups of letters that represent meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• I can write some coherent statements, although spelling and letter formation may not be accurate.</li> <li>• I can hold a pencil effectively.</li> <li>• I show an awareness of sequencing of letters by spelling common single syllable words correctly in my writing.</li> </ul>	<ul style="list-style-type: none"> <li>• I can spell some common words and make phonic attempts at spelling other words.</li> <li>• I can write 3 or more simple sentences that can be read without my help and that make sense.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use my phonic knowledge to write words that match my spoken sounds.</li> <li>• I can write some irregular common words.</li> <li>• I can write simple sentences that can be read by me and others.</li> <li>• I can write words that are spelt correctly or are phonetically plausible.</li> </ul>



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Year 1		Step 4	Step 5	Step 6	End of Year Expectations
Writing Transaction	Spelling	<ul style="list-style-type: none"> <li>• I am beginning to spell common exception words.</li> <li>• I am beginning to name the letters of the alphabet.</li> <li>• I can 'ing' to basic root words (verbally).</li> <li>• I know a verb as a 'doing word'.</li> <li>• I can say a word slowly to hear all the phonemes</li> <li>• I can segment spoken words into individual phonemes</li> <li>• I can represent the phonemes I hear with phonically plausible spellings (ie not always correctly)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>I can apply simple spelling rules.</b></li> <li>• I can recall the letters of the alphabet from memory.</li> <li>• <b>I can add 'ed', 'er', 'est' to a basic root word where no change is needed in spelling.</b></li> <li>• <b>I can spell the days of the week.</b></li> <li>• I am beginning to understand the difference between singular and plural.</li> <li>• I can represent the phonemes I hear with increasing phonic plausibility</li> </ul>	<ul style="list-style-type: none"> <li>• I can confidently spell words containing the 40 phonemes.</li> <li>• <b>I can confidently use letter names to distinguish between different spellings with the same sound.</b></li> <li>• <b>I can add the prefix 'un'</b> and recognise its impact.</li> <li>• I understand and use singular and plural and add correct suffixes.</li> <li>• I am able to use different ways of spelling long vowel phonemes.</li> <li>• <b>I can add suffix ing to a root word where no change is needed in spelling</b></li> <li>• I can write a simple dictated sentence</li> </ul>	<ul style="list-style-type: none"> <li>• <b>I can make phonetically plausible attempts at words I have not yet learnt.</b></li> <li>• I can name the letters of the alphabet in order</li> <li>• I accurately spell all year 1 words.</li> <li>• I can add the taught prefixes and suffixes correctly</li> <li>• <b>I can write simple sentences dictated by the teacher that include words using GPCs and common exception words taught so far.</b></li> <li>• <b>I can spell words containing each of the 40+ phonemes already taught</b></li> <li>• <b>I can spell common exception words*</b></li> </ul> <p><b>*as suggested according to the school's phonic programme</b></p>
	Handwriting	<ul style="list-style-type: none"> <li>• <b>I can sit correctly at the table.</b></li> <li>• <b>I can hold a pencil comfortably and correctly,</b> appropriately to my 'preferred' hand</li> <li>• <b>I am beginning to form lower case letters in the correct direction, starting and finishing in the correct place.</b></li> <li>• I can form the digits 0-9.</li> <li>• I can form some capital letters</li> </ul>	<ul style="list-style-type: none"> <li>• I can write lower case letters in the correct direction, starting and finishing in the correct place.</li> <li>• I can form an increasing number of capital letters correctly.</li> <li>• I am beginning to form full stop, question mark and exclamation mark.</li> <li>• I am beginning to identify letters that belong to the same 'handwriting families'.</li> </ul>	<ul style="list-style-type: none"> <li>• I am beginning to write letters that are all a consistent size.</li> <li>• I am beginning to join letters that belong to the same 'handwriting families.'</li> <li>• I can form full stop, question mark and exclamation mark, increasingly without a reminder</li> <li>• I can form the majority of capital letters</li> </ul>	<ul style="list-style-type: none"> <li>• I can form lower-case letters of a consistent size.</li> <li>• <b>I am starting to join letters that are in the same 'handwriting family'.</b></li> <li>• I can form capital letters and digits (0-9).</li> <li>• I can use spacing between words that reflects the size of the letters.</li> </ul>



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Year 1	Step 4	Step 5	Step 6	End of Year Expectations
Writing Composition	<ul style="list-style-type: none"> <li>Working towards Step 6</li> </ul>	<ul style="list-style-type: none"> <li>Working towards Step 6</li> </ul>	<ul style="list-style-type: none"> <li>I can plan or say out loud what I am going to write about.</li> <li>I can compose a sentence orally before writing.</li> <li>I can repeat my sentence before writing so that it is clear in my head and helps me to remember it</li> <li>I can sequence sentences to form short narratives</li> <li>I can write in a variety of different genre including: poetry, real events, fictional experiences and for different purposes.</li> <li>I can use and apply what I have learnt through sentence and word work</li> <li>I can re-read what I have written to check that it makes sense.</li> <li>I can read aloud my writing clearly enough to be heard by my peers and the teacher.</li> <li>I can evaluate what I have written with the teacher or another pupil.</li> </ul>	<ul style="list-style-type: none"> <li>I can plan or say out loud what I am going to write about.</li> <li>I can compose a sentence orally before writing.</li> <li>I can sequence sentences to form short narratives</li> <li>I can write in a variety of different genre including: poetry, real events, fictional experiences and for different purposes.</li> <li>I can use and apply what I have learnt through sentence and word work</li> <li>I can re-read what I have written to check that it makes sense.</li> <li>I can read aloud my writing clearly enough to be heard by my peers and the teacher.</li> <li>I can discuss what I have written with the teacher or another pupil.</li> </ul>
Vocabulary and Grammar	<ul style="list-style-type: none"> <li>I use a simple sentence structure.</li> <li>I understand what a statement is.</li> <li>I can understand what a question is.</li> <li>I understand what an exclamation is.</li> </ul>	<ul style="list-style-type: none"> <li>I am beginning to use the conjunction 'and', call it a 'joining word' and am beginning to use other joining words e.g. but.</li> <li>I can use a simple sentence structure.</li> <li>I can use a question.</li> <li>I can use an exclamation.</li> <li>I am beginning to use adjectives (colour, shape, size, emotion).</li> </ul>	<ul style="list-style-type: none"> <li>I can use the conjunction 'and'.</li> <li>I am beginning to use a series of simple sentence structures which may be repeated to write a story or recount.</li> <li>I can write a statement, question and exclamation appropriately.</li> <li>I can use adjectives to create an effect.</li> <li>I can write a simple sentence dictated by the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>I can use coordinating conjunctions: 'and'.</li> <li>I can use and identify statements, questions and exclamations.</li> <li>I can use a range of adjectives for effect.</li> <li>I can write simple sentences for memory dictated by the teacher.</li> </ul>
Punctuation	<ul style="list-style-type: none"> <li>I can leave spaces between my words to help the reader see what I have written.</li> <li>I use full stops.</li> <li>I can match familiar looking capital and lower case letters</li> <li>I can write capital letters at the start of some words e.g. my name</li> </ul>	<ul style="list-style-type: none"> <li>I use capital letters and full stops throughout my writing.</li> <li>I understand what a sentence is and that it has a capital letter and a full stop.</li> <li>I can match capital letters and lower case letters which are visually dissimilar</li> <li>I can write an increasing number of capital letters (e.g. in the days of the week and my friend's names)</li> </ul>	<ul style="list-style-type: none"> <li>I can use capital letters for proper nouns.</li> <li>I can use capital letters, full stops, question marks and explanation marks to demarcate sentences.</li> <li>I am aware of all capital letters/lower case pairs</li> </ul>	<ul style="list-style-type: none"> <li>I can use spaces to separate words.</li> <li>I can use capital letters, full stops, question marks and explanation marks to demarcate sentences.</li> <li>I can use capital letters for proper nouns and the personal pronoun 'I'.</li> </ul>



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Year 2		Step 7	Step 8	Step 9	End of Year Expectations
Writing Transaction	Spelling	<ul style="list-style-type: none"> <li>I can segment spoken words into phonemes and represent these using graphemes spelling correctly and in the right order.</li> <li>I can segment multi-syllabic words</li> <li>I can identify a homophone</li> </ul>	<ul style="list-style-type: none"> <li>I can use suffixes in adjectives and adverbs.</li> <li>I can identify a near homophone.</li> <li>I can write simple sentences using Grapheme Phoneme Correspondences (GPC).</li> </ul>	<ul style="list-style-type: none"> <li>I can add suffixes to spell longer words (less, mint, ness, ful, ly, )</li> <li>I can distinguish between homophones and near homophones.</li> <li>I am aware that words are not always spelt like they sound</li> <li>I am learning an increasing number of common exception words</li> <li>I can spell contractions</li> </ul>	<ul style="list-style-type: none"> <li>I can add suffixes to spell longer words (less, ment, ness, ful, ly).</li> <li>I can use the suffixes 'er', 'est' in adjectives and 'ly' to turn adjectives into adverbs.</li> <li>I can distinguish between a homophone and a near homophone.</li> <li>I can spell more words with contracted forms</li> <li>I can write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</li> </ul>
	Handwriting	<ul style="list-style-type: none"> <li>I can form lower-case letters of the correct size relative to one another.</li> </ul>	<ul style="list-style-type: none"> <li>I am starting to use lead-ins*</li> </ul> <p>*depending on the school's handwriting policy</p>	<ul style="list-style-type: none"> <li>I can use spacing between words that reflects the size of the letters.</li> <li>I am developing a joined style</li> </ul>	<ul style="list-style-type: none"> <li>I can write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</li> <li>I can form lower-case letters of the correct size relative to one another</li> <li>I can start using some of the diagonal and horizontal strokes needed to join letters</li> <li>I can understand which letters, when adjacent to one another, are best left unjoined</li> </ul>
Writing Composition		<ul style="list-style-type: none"> <li>I enjoy writing simple messages for myself, my friends and other adults to read</li> <li>I am beginning to write simple narratives from personal experiences.</li> <li>I need to plan or say out loud what I am going to write, sentence by sentence.</li> <li>I can reread my writing with the teacher to check for improvements.</li> </ul>	<ul style="list-style-type: none"> <li>I am happy to improve aspects of my writing</li> <li>I can write simple narratives from personal experiences.</li> <li>I can create a simple written plan using some key words to help</li> <li>I am beginning to independently reread to check my writing makes sense.</li> </ul>	<ul style="list-style-type: none"> <li>I take pride in my writing</li> <li>I can write for different purposes.</li> <li>I can write a simple plan including a range of features.</li> <li>I can check my writing makes sense and make improvements.</li> <li>I can develop and order my ideas through participation in drama/role play/improvisation</li> <li>I can use new vocabulary in my writing, which I have taken from my reading/whole class discussions</li> </ul>	<ul style="list-style-type: none"> <li>I am positive about writing and I am building a writing stamina</li> <li>I can use a range of writing genres e.g. personal experiences, narrative, fiction, real events, poetry, writing for difference purposes.</li> <li>I can construct and use a plan to order my writing.</li> <li>I can proof read to make improvements to spelling, grammar and punctuation.</li> <li>I can write down ideas and/or key words, including new vocabulary to plan my writing</li> <li>I can re-read to check that my writing makes sense</li> <li>I can check that verbs are used correctly &amp; consistently</li> <li>I can read aloud my writing with intonation, to make the meaning clear.</li> <li>I can evaluate my writing with the teacher and other pupils</li> </ul>





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### English – Writing (The 21 steps)

Year 2	Step 7	Step 8	Step 9	End of Year Expectations
Vocabulary and Grammar	<ul style="list-style-type: none"> <li>• I can use 'and' or 'but' to join my sentences.</li> <li>• I can identify subordinating conjunctions within a text such as: when, if, that, because.</li> <li>• I can use statements, questions, exclamations and commands for effect.</li> <li>• I can identify adjectives and their effect on the reader.</li> <li>• I can identify past and present tense verbs.</li> <li>• I can write sentences dictated by the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• I can consistently use 'and' or 'but' to join my sentences.</li> <li>• I can use subordinating conjunctions such as: when, if, that, because.</li> <li>• I can use adjectives to add information about a noun.</li> <li>• I can identify imperative verbs.</li> <li>• I can use the past and present tense verbs correctly</li> <li>• I can use simple gender forms.</li> <li>• I can use a string of capital letters for effect</li> </ul>	<ul style="list-style-type: none"> <li>• I can use appropriate conjunction in my writing.</li> <li>• I can select appropriate sentences for effect.</li> <li>• I can use appropriate adjectives in my writing.</li> <li>• I am beginning to use appropriate imperative verbs.</li> <li>• I can consistently use the present and past tense of verbs in my writing.</li> <li>• I can write simple sentences using exception words and punctuation.</li> <li>• I can discuss language using an increasing number of technical terms</li> </ul>	<ul style="list-style-type: none"> <li>• I can use coordinating conjunctions: 'and, or, but'.</li> <li>• I can use subordinating conjunctions such as: when, if, that, because.</li> <li>• I can use and identify statements, questions, exclamations and commands.</li> <li>• I can use adjectives to add information about a noun (i.e. expand a noun phrase to describe and specify).</li> <li>• I can consistently use the present and past tense of verbs.</li> <li>• I can understand the effect of imperative verbs.</li> </ul>
Punctuation	<ul style="list-style-type: none"> <li>• I can use spaces between words that reflect the size of the letters.</li> <li>• I can explain why a proper noun needs a capital letter.</li> <li>• I can identify different apostrophes and discuss how they are used.</li> <li>• I can explain what a comma does.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use capital letters, full stops, question marks and explanation marks to demarcate sentences</li> <li>• I can use capital letters for proper nouns.</li> <li>• I am beginning to use apostrophes for possession.</li> <li>• I am beginning to use commas in a list.</li> <li>• I can identify speech marks in a text</li> </ul>	<ul style="list-style-type: none"> <li>• I can use apostrophes for contractions e.g. don't</li> <li>• I can use apostrophes for possession.</li> <li>• I can use commas to form a list.</li> <li>• I can use speech marks</li> </ul>	<ul style="list-style-type: none"> <li>• I can use and understand the effect of appropriate punctuation to demarcate sentences.</li> <li>• I can use capital letters for proper nouns.</li> <li>• I can use apostrophes for possession.</li> <li>• I can use commas in a list.</li> <li>• I can use speech marks</li> </ul>



## Higham Primary School Progression of Knowledge and Skills

### English – Writing (The 21 steps)

Year 3		Step 10	Step 11	Step 12	End of Year Expectations
Writing Transaction	Spelling	<ul style="list-style-type: none"> <li>• I can use the first letter of a word to check its spelling in a dictionary.</li> <li>• I can use some strategies to help me learn to spell words</li> </ul>	<ul style="list-style-type: none"> <li>• I can use the first two or three letters of word to check its spelling in a dictionary.</li> <li>• I am using an increasing range of strategies to help me learn new words</li> <li>• I am able to practice new spellings and check whether I have written them correctly</li> </ul>	<ul style="list-style-type: none"> <li>• I use a dictionary to edit my writing.</li> <li>• I can talk about how I use apostrophes in my writing.</li> <li>• I can spell further homophones</li> <li>• I can spell words that are often misspelt</li> </ul>	<ul style="list-style-type: none"> <li>• I can use the first two or three letters of word to check its spelling in a dictionary.</li> <li>• I understand the words 'omit; omission', 'possess; possession' in relation to the use of apostrophes.</li> <li>• I can write from memory simple sentences, dictated by the teacher,</li> <li>• I can use a range of strategies to help me learn to spell new words correctly</li> </ul>
	Handwriting	<ul style="list-style-type: none"> <li>• I can form lower-case letters of the correct size relative to one another.</li> </ul>	<ul style="list-style-type: none"> <li>• I am starting to use lead-ins*</li> <li>• *depending on the school's handwriting policy</li> </ul>	<ul style="list-style-type: none"> <li>• I can use spacing between words that reflects the size of the letters.</li> <li>• I am developing a joined style</li> </ul>	<ul style="list-style-type: none"> <li>• I can write legibly with letters of consistent size and orientation in a cursive style.</li> <li>• I am writing with increasing legibility, consistency and quality</li> </ul>



## Higham Primary School Progression of Knowledge and Skills

### English – Writing (The 21 steps)

Year 3	Step 10	Step 11	Step 12	End of Year Expectations
Writing Composition	<ul style="list-style-type: none"> <li>• Working towards Step 12</li> </ul>	<ul style="list-style-type: none"> <li>• Working towards Step 12</li> </ul>	<ul style="list-style-type: none"> <li>• I can talk about a genre of writing identifying its structure, vocabulary and grammar</li> <li>• I can discuss and record my ideas.</li> <li>• I can compose and rehearse sentences orally improving them through a range of varied and rich vocabulary and range of sentence structures.</li> <li>• I can organise my writing in paragraphs around a theme.</li> <li>• I can use the features of non- narrative material.</li> <li>• I can create settings, characters and plot in narrative writing.</li> <li>• I can write in a variety of genre.</li> <li>• I can proof read my work to check for spelling, grammar and punctuation errors.</li> <li>• I can assess the effectiveness of my own and others writing and suggest improvements.</li> <li>• I can propose changes to grammar and vocabulary to improve consistency including the accuracy of pronouns.</li> <li>• I can read aloud to a group or class using the appropriate intonation and control the tone and volume so that the meaning is clear.</li> <li>• I can evaluate what I have written with the teacher or another pupil.</li> </ul>	<ul style="list-style-type: none"> <li>• I can talk about a genre of writing similar to that which I am planning to write, in order to identifying its structure, vocabulary and grammar</li> <li>• I can discuss and record my ideas.</li> <li>• I can compose and rehearse sentences orally improving them through a range of varied and rich vocabulary and range of sentence structures.</li> <li>• I can organise my writing in paragraphs around a theme.</li> <li>• I can use simple organizational devices and features of non-narrative material</li> <li>• I can create settings, characters and plot in narrative writing.</li> <li>• I can write in a variety of genre.</li> <li>• I can proof read my work to check for spelling, grammar and punctuation errors.</li> <li>• I can assess the effectiveness of my own and others writing and suggest improvements.</li> <li>• I can propose changes to grammar and vocabulary to improve consistency including the accuracy of pronouns.</li> <li>• I can read aloud to a group or class using the appropriate intonation and control the tone and volume so that the meaning is clear.</li> <li>• I can evaluate what I have written with the teacher or another pupil.</li> </ul>



## Higham Primary School Progression of Knowledge and Skills

### English – Writing (The 21 steps)

Year 3	Step 10	Step 11	Step 12	End of Year Expectations
Vocabulary and Grammar	<ul style="list-style-type: none"> <li>• I am beginning to use a variety of conjunctions, adverbs and prepositions to express time and cause.</li> <li>• I am beginning to identify and understand the main clause in a sentence.</li> <li>• I understand the term paragraph as a way of grouping related material.</li> <li>• I understand what a noun or pronoun is and am beginning to use these in my writing.</li> <li>• I understand that bossy verbs are known as imperative verbs.</li> <li>• I understand the term preposition in relation to position.</li> <li>• I can develop the range of time and linking words used to start sentences.</li> <li>• I can classify adjectives.</li> <li>• I can develop my use of adverbs.</li> <li>• I understand how to use the determiner a, or, an according to whether the next word begins with a consonant or vowel</li> </ul>	<ul style="list-style-type: none"> <li>• I can use a variety of conjunctions, adverbs and prepositions to express time and cause.</li> <li>• I am developing the use of the main clause in a sentence.</li> <li>• I can plan to use paragraphs to group related material.</li> <li>• I can identify regular and irregular verbs.</li> <li>• I understand the difference between a clause and a phrase.</li> <li>• I can use preposition to show position of objects in relation to one another.</li> <li>• I can use a variety of sentence openers to add interest.</li> <li>• I can use selected adjectives to create variety and add impact.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use the main clause in a sentence.</li> <li>• I am beginning to identify the subordinate clause in a sentence.</li> <li>• I am confidently using paragraphs to structure my writing in a variety of genre.</li> <li>• I can use nouns or pronouns appropriately to avoid repetition.</li> <li>• I am beginning to use a range of regular and irregular verbs.</li> <li>• I can accurately use preposition to show position of objects in relation to one another.</li> <li>• I can develop my repertoire of sentence openers.</li> <li>• I can consider the impact that different adjectives have in my writing.</li> <li>• I consistently use the correct determiner.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use pronouns appropriately for clarity.</li> <li>• I can express time, place and cause using conjunctions (when, before, after), adverbs (then, next, soon), or propositions (before, after, during).</li> <li>• I can identify the main and subordinate clause in a sentence.</li> <li>• I can use paragraphs as a way to group related material.</li> <li>• I can use imperative, regular and irregular verbs accurately when required in a range of genre.</li> <li>• I can write, from memory complex sentences dictated by a teacher with the correct punctuation.</li> <li>• I can confidently use a range of sentence openers to create variety and effect.</li> <li>• I can confidently use a range of adjectives and adverbs to create variety and effect.</li> <li>• I use the determiner a/an correctly in all forms of writing.</li> </ul>
Punctuation	<ul style="list-style-type: none"> <li>• I can confidently use capital letters and full stops to demarcate a sentence.</li> <li>• I am developing confidence in using inverted commas in direct speech.</li> <li>• I am confidently using commas in a list.</li> </ul>	<ul style="list-style-type: none"> <li>• I can punctuate speech accurately in my writing.</li> <li>• I am beginning to use a comma to mark a pause in a complex sentence.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use speech appropriately in my writing.</li> <li>• I can use commas to mark a pause in a complex sentence.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to use a variety of punctuation for effect.</li> <li>• I can use inverted commas to punctuate direct speech.</li> <li>• I can use a comma to mark a pause in a complex sentence.</li> <li>• I can use apostrophes accurately when spelling contractions (possessive apostrophe in words with regular and irregular plurals).</li> </ul>



## Higham Primary School Progression of Knowledge and Skills

### English – Writing (The 21 steps)

Year 4		Step 13	Step 14	Step 15	End of Year Expectations
Writing Transaction	Spelling	<ul style="list-style-type: none"> <li>• I understand the basic rules for singular and plural nouns.</li> <li>• I can apply rules when using an apostrophe for possession.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use the standard English forms verb inflections (e.g. we were not we was).</li> <li>• I can use the first two or three letters of word to check its spelling in a dictionary.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use and apply each of the rules within my writing.</li> <li>• I can locate words which are often misspelt in my own and other's writing</li> <li>• I can practice these words in order to learn the accurate spelling</li> </ul>	<ul style="list-style-type: none"> <li>• I can use the first three letters of a word to check the spelling and meaning of new words.</li> <li>• I can write from memory simple sentences, dictated by the teacher, that includes words and punctuation taught so far</li> </ul>
	Handwriting	<ul style="list-style-type: none"> <li>• I can write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</li> <li>• I can use spacing between words that reflects the size of the letters.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.</li> </ul>	<ul style="list-style-type: none"> <li>• I am increasing the legibility, consistency and quality of my handwriting.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.</li> <li>• I am writing at length with increasing legibility, consistency and quality; for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</li> </ul>



## Higham Primary School Progression of Knowledge and Skills

### English – Writing (The 21 steps)

Year 4	Step 13	Step 14	Step 15	End of Year Expectations
Writing Composition	<ul style="list-style-type: none"> <li>• Working towards Step 15</li> </ul>	<ul style="list-style-type: none"> <li>• Working towards Step 15</li> </ul>	<ul style="list-style-type: none"> <li>• I can talk about a genre of writing identifying its structure, vocabulary and grammar.</li> <li>• I can discuss and record my ideas.</li> <li>• I can compose and rehearse sentences orally improving them through a range of varied and rich vocabulary and range of sentence structures.</li> <li>• I can organise my writing in paragraphs around a theme.</li> <li>• I can use the features of non- narrative material.</li> <li>• I can create settings, characters and plot in narrative writing.</li> <li>• I can write in a variety of genre.</li> <li>• I can proof read my work to check for spelling, grammar and punctuation errors.</li> <li>• I can assess the effectiveness of my own and others writing.</li> <li>• I can propose changes to grammar and vocabulary to improve consistency including the accuracy of pronouns.</li> <li>• I can read aloud to a group or class using the appropriate intonation and control the tone and volume so that the meaning is clear.</li> <li>• I can evaluate what I have written with the teacher or another pupil.</li> </ul>	<ul style="list-style-type: none"> <li>• I can talk about a genre of writing identifying its structure, vocabulary and grammar.</li> <li>• I can discuss and record my ideas.</li> <li>• I can compose and rehearse sentences orally improving them through a range of varied and rich vocabulary and range of sentence structures.</li> <li>• I can organise my writing in paragraphs around a theme.</li> <li>• I can use the features of non- narrative material.</li> <li>• I can create settings, characters and plot in narrative writing.</li> <li>• I can write in a variety of genre.</li> <li>• I can proof read my work to check for spelling, grammar and punctuation errors.</li> <li>• I can assess the effectiveness of my own and others writing.</li> <li>• I can propose changes to grammar and vocabulary to improve consistency including the accuracy of pronouns.</li> <li>• I can read aloud to a group or class using the appropriate intonation and control the tone and volume so that the meaning is clear.</li> <li>• I can evaluate what I have written with the teacher or another pupil.</li> </ul>



## Higham Primary School Progression of Knowledge and Skills

### English – Writing (The 21 steps)

Year 4	Step 13	Step 14	Step 15	End of Year Expectations
Vocabulary and Grammar	<ul style="list-style-type: none"> <li>• I can explain what the present perfect form of verbs means.</li> <li>• I can express time, place and cause using conjunctions (when, before, after).</li> <li>• I can identify the main clauses in sentences I have written.</li> <li>• I can understand and identify fronted adverbials.</li> <li>• I am developing my use of specific nouns and powerful verbs.</li> <li>• I am beginning to use a dictionary to check the meaning of new words.</li> <li>• I am becoming familiar with using a thesaurus to expand vocabulary.</li> <li>• I am using a range of nouns or pronouns.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use the present perfect form of verbs in contrast to the past tense.</li> <li>• I can use pronouns appropriately to avoid repeating the noun.</li> <li>• I can express time, place and cause using conjunctions, adverbs or prepositions.</li> <li>• I can identify the main and subordinate clause in a sentence.</li> <li>• I can use paragraphs as a way to group related material.</li> <li>• I am beginning to use fronted adverbials.</li> <li>• I can choose specific nouns and powerful verbs depending on the purpose of my writing.</li> <li>• I can compare the apostrophe for omission with the apostrophe for possession.</li> <li>• I can explain and demonstrate the difference between plural and possessive 's'.</li> </ul>	<ul style="list-style-type: none"> <li>• I can correctly use the present perfect tense in contrast to the past tense in my work.</li> <li>• I use pronouns accurately in my work.</li> <li>• I use these accurately in my work.</li> <li>• I can use a variety of sentences with more than one clause.</li> <li>• I can demonstrate my understanding in my writing.</li> <li>• I can use fronted adverbials</li> <li>• I can confidently use nouns and pronouns.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use the present perfect form of verbs in contrast to the past tense.</li> <li>• I can use pronouns appropriately to avoid repeating the noun.</li> <li>• I can express time, place and cause using conjunctions (when, before, after), adverbs (then, next, soon), or propositions (before, after, during).</li> <li>• I can identify the main and subordinate clause in a sentence.</li> <li>• I can use paragraphs as a way to group related material.</li> <li>• I can write, from memory complex sentences dictated by a teacher with the correct punctuation.</li> <li>• I use a fronted adverbial correctly using a comma.</li> <li>• I use specific nouns and powerful verbs effectively and purposefully.</li> <li>• I can use pronouns to avoid repetition or ambiguity.</li> <li>• I can explain and demonstrate the difference between plural and possessive 's'.</li> <li>• I can use the standard English forms verb inflections (e.g. we were not we was).</li> </ul>
Punctuation	<ul style="list-style-type: none"> <li>• I can use inverted commas to punctuate direct speech.</li> <li>• I can apply rules when using an apostrophe for possession.</li> </ul>	<ul style="list-style-type: none"> <li>• I can punctuate speech accurately in my writing.</li> <li>• I can use commas after fronted adverbials.</li> <li>• I can use a comma to mark a pause in a complex sentence.</li> <li>• I can indicate possession by using the possessive apostrophe with plural nouns.</li> </ul>	<ul style="list-style-type: none"> <li>• I consistently use speech punctuation, commas and apostrophe in my writing.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use inverted commas to punctuate direct speech.</li> <li>• I can use commas after fronted adverbials.</li> <li>• I can use a comma to mark a pause in a complex sentence.</li> <li>• I can indicate possession by using the possessive apostrophe with plural nouns.</li> <li>• I can indicate omission by using the ommissive apostrophe.</li> </ul>



## Higham Primary School Progression of Knowledge and Skills

### English – Writing (The 21 steps)

Year 5		Step 16	Step 17	Step 18	End of Year Expectations
Writing Transaction	Spelling	<ul style="list-style-type: none"> <li>I understand how to use further prefixes and suffixes.</li> <li>I can distinguish between more complex homophones and other words which are often confused</li> </ul>	<ul style="list-style-type: none"> <li>I can spell words on the Year 5/6 list.</li> <li>I can use a dictionary to check the spelling and meaning of words.</li> </ul>	<ul style="list-style-type: none"> <li>I can use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</li> <li>I can use a thesaurus to define words and collect a variety of words to support writing.</li> </ul>	<ul style="list-style-type: none"> <li>I can use further prefixes and suffixes</li> </ul>
	Handwriting	<ul style="list-style-type: none"> <li>I can write legibly and fluently.</li> </ul>	<ul style="list-style-type: none"> <li>I can write legibly and fluently with increasing speed.</li> </ul>	<ul style="list-style-type: none"> <li>I can write legibly and fluently with increasing speed.</li> </ul>	<ul style="list-style-type: none"> <li>I can write legibly and fluently with increasing speed.</li> </ul>
Writing Composition		<ul style="list-style-type: none"> <li>I can discuss audience and purpose of writing to help me select the appropriate form of writing.</li> <li>I am beginning to draft and write by selecting appropriate grammar and vocabulary.</li> <li>In narratives I can describe setting, characters and atmosphere and am beginning to include dialogue.</li> <li>I can proof-read for spelling and punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>I am beginning to develop ideas for writing, drawing on reading and research from secondary resources.</li> <li>I am beginning to organise and present my writing using devices that structure text and guide the reader.</li> <li>I can usually use the correct tense throughout a piece of writing.</li> <li>I am beginning to check for correct subject and verb agreement.</li> </ul>	<ul style="list-style-type: none"> <li>I can use some ideas from authors I have read, listened to, or seen performed in my own writing.</li> <li>I can sometimes précis longer passages.</li> <li>I can, with peer support, evaluate and edit by assessing the effectiveness of my own and others writing.</li> <li>I can usually propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</li> </ul>	<ul style="list-style-type: none"> <li>I can often use my own knowledge to plan, draft, write and edit my own composition.</li> <li>I can identify the audience for and purpose of my writing, selecting appropriate form</li> <li>I can usually use relative clauses beginning with <i>who, which, where, when, whose</i>, that or with an omitted pronoun.</li> <li>I can usually indicate degrees of possibility using adverbs (perhaps) or modal verbs (might).</li> <li>I can often use formal and informal speech accurately in independent writing</li> <li>I can perform my own compositions, considering my audience using appropriate intonation, volume and movement</li> </ul>





## Higham Primary School Progression of Knowledge and Skills

### English – Writing (The 21 steps)

Year 5	Step 16	Step 17	Step 18	End of Year Expectations
Vocabulary and Grammar	<ul style="list-style-type: none"> <li>I am beginning to understand how the passive affects the presentation of information.</li> <li>I am beginning to identify the difference between formal and informal speech structures.</li> <li>I am beginning to identify and explain how noun phrases convey precise information.</li> </ul>	<ul style="list-style-type: none"> <li>I can sometimes demonstrate how to use the passive to affect the presentation of a sentence.</li> <li>I can sometimes write appropriate sentences using formal and informal speech.</li> <li>I can sometimes show examples in my work of use of expanded noun phrases.</li> </ul>	<ul style="list-style-type: none"> <li>I can often use the passive accurately in my work.</li> <li>I can often select appropriate formal or informal speech dependent on genre or audience and use the subjunctive forms.</li> <li>I can often use expanded noun phrases for effect in my independent writing.</li> </ul>	<ul style="list-style-type: none"> <li>I am learning how to identify and use the passive voice</li> <li>I can usually use relative clauses beginning with <i>who, which, where, when, whose</i>, that or with an omitted pronoun.</li> <li>I can usually indicate degrees of possibility using adverbs (perhaps) or modal verbs (might).</li> <li>I can often use formal and informal speech accurately in independent writing.</li> <li>I can usually use expanded noun phrases to convey complicated information concisely.</li> <li>I can select from a wide range of known imaginative and ambitious vocabulary and use precisely</li> </ul>
Punctuation	<ul style="list-style-type: none"> <li>I can identify a comma, bracket or dash within a text and explain how it is used.</li> <li>I can identify colons within a text and explain how it is used.</li> </ul>	<ul style="list-style-type: none"> <li>I can use a comma, bracket or dash with accuracy and confidence within my writing.</li> <li>I can use colons with accuracy and confidence within my writing.</li> </ul>	<ul style="list-style-type: none"> <li>I can always use commas, brackets or dashes appropriately and independently in my writing.</li> <li>I can always use colons where appropriate independently.</li> </ul>	<ul style="list-style-type: none"> <li>I can use commas, brackets or dashes to clarify meaning or avoid ambiguity.</li> <li>I can use colons before a list (e.g. of ingredients in baking) or before speech.</li> </ul>



## Higham Primary School Progression of Knowledge and Skills

### English – Writing (The 21 steps)

Year 6		Step 19	Step 20	Step 21	End of Year Expectations
Writing Transaction	Spelling	<ul style="list-style-type: none"> <li>• I can use further prefixes and suffixes.</li> <li>• I can spell many words with silent letters.</li> <li>• I can always distinguish between more complex homophones.</li> </ul>	<ul style="list-style-type: none"> <li>• I can spell all words on the year 5 and 6 word list.</li> <li>• I can independently use a dictionary to check the spelling and meaning of words.</li> </ul>	<ul style="list-style-type: none"> <li>• I can always use the first three or four letters of a word to check spelling meaning or both of these in a dictionary.</li> <li>• I can choose to use a thesaurus to define words and collect a variety of words to support writing.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use a range of strategies to support accurate spelling in my writing.</li> <li>• I can use my knowledge of morphology and etymology to work out how to spell and understand words</li> <li>• I can use a thesaurus independently and confidently</li> </ul>
	Handwriting	<ul style="list-style-type: none"> <li>• I can always write legibly and fluently and within increasing speed.</li> </ul>			<ul style="list-style-type: none"> <li>• I can choose an appropriate handwriting style for a particular task.</li> <li>• I can choose the writing implement that is best suited for the task.</li> </ul>
Writing Composition		<ul style="list-style-type: none"> <li>• I can select the appropriate form of writing after identifying the audience and purpose of the writing.</li> <li>• I can draft and write by selecting appropriate grammar and vocabulary and understand how such choices can change and enhance meaning.</li> <li>• In narratives describe setting, characters and atmosphere and integrate dialogue to convey character and advance the action</li> <li>• I can proof read for spelling and punctuation errors and to improve my work.</li> </ul>	<ul style="list-style-type: none"> <li>• I can develop ideas for writing, drawing on reading and secondary resources</li> <li>• I can organise and present my writing using devices that structure text and guide the reader, e.g. heading, bullet points and underlining.</li> <li>• I can ensure the consistent and correct use of tense throughout a piece of writing</li> <li>• I can assure correct subject and verb agreement when using singular and plural</li> </ul>	<ul style="list-style-type: none"> <li>• I can use ideas from authors I have read, listened to, or seen performed in my own writing</li> <li>• I can précis longer passages.</li> <li>• I can evaluate and edit by assessing the effectiveness of my own and others writing.</li> <li>• I can propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</li> <li>• I can proof read my own writing</li> </ul>	<ul style="list-style-type: none"> <li>• I can use my own knowledge to plan, draft, write and edit my own composition.</li> <li>• I can use a wide range of devices to build cohesion within and across paragraphs.</li> <li>• I can choose the appropriate tone for my writing (informal or formal).</li> <li>• I can perform my own compositions, considering my audience using appropriate intonation, volume and movement so that meaning is clear.</li> <li>• I can propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>• I can select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> </ul>



## Higham Primary School Progression of Knowledge and Skills

### English – Writing (The 21 steps)

Year 6	Step 19	Step 20	Step 21	End of Year Expectations
Vocabulary and Grammar	<ul style="list-style-type: none"> <li>• I understand how the passive affects the presentation of information.</li> <li>• I can identify the difference between formal and informal speech structures.</li> <li>• I can identify and explain how noun phrases convey precise information.</li> </ul>	<ul style="list-style-type: none"> <li>• I can demonstrate how to use the passive to affect the presentation of a sentence.</li> <li>• I can write appropriate sentences using formal and informal speech.</li> <li>• I can show examples in my work of use of expanded noun phrases</li> </ul>	<ul style="list-style-type: none"> <li>• I can use the passive accurately in my work.</li> <li>• I can select appropriate formal or informal speech dependent on genre or audience and use the subjunctive forms.</li> <li>• I can use expanded noun phrases for effect in my independent writing.</li> <li>• I can use and understand grammatical terminology accurately and appropriately in discussing my writing and reading</li> </ul>	<ul style="list-style-type: none"> <li>• I can readily identify and use the passive voice.</li> <li>• I can confidently use relative clauses beginning with <i>who</i>, <i>which</i>, <i>where</i>, <i>when</i>, <i>whose</i>, that or with an omitted pronoun.</li> <li>• I can indicate degrees of possibility using adverbs (perhaps) or modal verbs (might).</li> <li>• I can use formal and informal speech accurately in independent writing.</li> <li>• I can use expanded noun phrases to convey complicated information concisely.</li> <li>• I can use the perfect form of verbs to mark relationships of time and cause</li> </ul>
Punctuation	<ul style="list-style-type: none"> <li>• I can identify a semi-colon, colons and dashes within a text and explain how they are used (boundaries and lists).</li> <li>• I understand that an ellipsis is an omission of a word.</li> <li>• I can identify how an author uses bullet points within a text.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use semi-colons, colons and dashes (boundaries and lists).</li> <li>• I can use an ellipses as an omission of a word.</li> <li>• I can use bullet points to list information.</li> </ul>	<ul style="list-style-type: none"> <li>• I can independently use semi- colons, colons and dashes accurately (boundaries and lists).</li> <li>• I can use ellipses accurately in my work.</li> <li>• I can use bullet points appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>• I can confidently use brackets, dashes or commas to indicate parenthesis.</li> <li>• I can use commas to clarify meaning or avoid ambiguity.</li> <li>• I can use ellipses to link ideas between sentences/paragraphs.</li> <li>• I can use bullet points effectively and consistently.</li> </ul>