**BHP English progression map: Writing**

**Transcription**

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| **Aspect** | **Foundation** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Transcription – spelling – spelling rules and strategies** | Spell words by identifying sounds in them and representing the sounds with a letter or letters. | Spell words containing taught phonemes. | Use a range of spelling strategies to spell many words correctly, including segmenting and applying spelling rules. |  |  |  |  |
| **Transcription – spelling – common exception words and frequently misspelt words** |  | Spell age-appropriate common exception words and days of the week. | Spell age-appropriate common exception words with increasing confidence and accuracy. | Develop an increasing range of strategies to spell words that are often misspelt. | Spell words that are often misspelt with increasing accuracy. | Recognise words with ‘silent’ letters, such as knight and solemn. | Spell some words with ‘silent’ letters. |
| **Transcription – spelling – alphabet** |  | Name the letters of the alphabet in order, using letter names to distinguish between alternative spellings of the same sound. |  |  |  |  |  |
| **Transcription – spelling – prefixes, suffixes, morphology and etymology** |  | Add the prefix un– and the suffixes –ing, –ed, –er, –est, –s or –es where no change is needed in the spelling of root words. | Add suffixes to spell longer words, including the suffixes –ment, –ness, –ful, –less and –ly. | Add prefixes and suffixes with increasing confidence. | Add further prefixes and suffixes with increasing accuracy and reference to the spelling rules. | Use further prefixes and suffixes, with their knowledge of morphology and etymology, to spell words. | Choose appropriate spelling strategies depending on the context, referring to prefixes, suffixes, morphology and etymology where appropriate. |
| **Transcription – spelling – dictations** |  | Write simple sentences from memory that have been dictated by the teacher and include words using taught GPCs and common exception words. | Write simple sentences from memory that have been dictated by the teacher and include words using taught GPCs, common exception words and punctuation. | Write simple sentences from memory that have been dictated by the teacher and include words and punctuation taught in Year 3. | Write simple sentences from memory that have been dictated by the teacher and include words and punctuation taught in Year 4. |  |  |
| **Transcription – spelling – homophones** |  |  | Distinguish between homophones and near-homophones. | Recognise and spell an increasing range of homophones. | Spell further homophones with increasing accuracy. | Recognise age-appropriate homophones and other words that are often confused. | Distinguish confidently between homophones and other words that are often confused. |
| **Transcription – spelling – using apostrophes** |  |  | Spell an increasing number of words with contracted forms and words that use the singular possessive apostrophe. | Use the possessive apostrophe to show singular possession and begin to use the possessive apostrophe for plural possession. | Use the possessive apostrophe correctly to show singular and plural possession. |  |  |
| **Transcription – spelling – dictionaries and thesauri** |  |  |  | Begin to use the first two or three letters of a word to check its spelling in a dictionary. | Independently use the first two or three letters of a word to check its spelling in a dictionary. | Use the first three or four letters of a word to check its spelling or meaning and use thesauri to find alternative vocabulary. | Use dictionaries effectively to find spellings and word meanings and use thesauri to choose appropriate synonyms. |
| **Vocabulary, grammar and punctuation** | | | | | | | |
| **Big Idea** | **Foundation** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Vocabulary, grammar and punctuation – punctuation** | Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. | Begin to use punctuation (capital letter, full stop, question mark, exclamation mark). | Use taught punctuation and new uses of punctuation (full stops, capital letters, exclamation marks, commas and apostrophes). | Use taught punctuation and new punctuation (inverted commas). | Use taught punctuation and new uses of punctuation (apostrophe, inverted comma, comma). | Use taught punctuation and the new uses of punctuation (commas, brackets, dashes). | Use taught punctuation and new punctuation (semicolon, colon, dash, bullet points and hyphens). |
| **Vocabulary, grammar and punctuation – sentences** | Connect one idea or action to another using a range of connectives. | Leave spaces between words and join words and clauses using ‘and’. | Use coordination and subordination to extend their sentences. | Express time, place and cause using conjunctions, adverbs and prepositions. | Use fronted adverbials, pronouns and conjunctions to vary their sentence structure. | Use relative clauses to give more information about the noun. |  |
| **Vocabulary, grammar and punctuation – vocabulary** |  |  | Use simple expanded noun phrases with an adjective that describes the noun. | Continue to use and identify expanded noun phrases, beginning to use some prepositional phrases. | Use noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. | Use expanded noun phrases, identifying the adjective and prepositional phrase that have been used to give more information. | Use and identify expanded noun phrases that convey complicated information concisely. |
| **Vocabulary, grammar and punctuation – verbs and tenses** |  |  | Use the present and past tense correctly and consistently, including the progressive form. | Begin to use the present perfect form of verbs. | Use the present perfect form of verbs in contrast to the past tense. | Use a variety of verb forms with increasing confidence, including the perfect form of verbs and modal verbs. | Choose the appropriate verb form for different contexts, including passive verbs. |
| **Vocabulary, grammar and punctuation – formality** |  |  | Use some conventions of written standard English. |  | Use standard English verb forms in their writing. |  | Use vocabulary and sentence structures, including subjunctive forms, that are appropriate for formal speech and writing. |
| **Vocabulary, grammar and punctuation – grammar rules, concepts and terminology** |  | Apply the grammar rules and concepts and use suitable grammatical terminology. | Apply the grammar rules and concepts, and use suitable grammatical terminology. | Apply the grammar rules and concepts, and use suitable grammatical terminology. | Apply the grammar rules and concepts, and use suitable grammatical terminology. | Apply the grammar rules and concepts, and use suitable grammatical terminology. | Apply the grammar rules and concepts, and use suitable grammatical terminology. |

**Composition**

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| **Big Idea** | **Foundation** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Composition – narrative** | Describe events in some detail. | Sequence sentences to form short texts using some sequencing words or formulaic phrases, including those to indicate the start or end of a text. | Write longer sequences of sentences about their own experiences and those of fictional characters. | Create settings, characters and plots in narratives, using inverted commas to punctuate direct speech. | Describe settings and characters in detail and create well-developed plots, using inverted commas and other punctuation to indicate direct speech. | Recognise how authors have developed characters and settings, describe their own settings and use dialogue to convey character and advance the action. | Describe settings, characters and atmosphere using well-chosen vocabulary, integrating dialogue effectively. |
| **Composition – sentences** | Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. | Orally rehearse and write short sentences. | Explain, one sentence at a time, what they want to write. | Orally compose and write sentences using an increasing range of vocabulary and sentence structures. | Make some choices about vocabulary and sentence structure. | Select increasingly appropriate vocabulary and sentence structures for the genre of writing. | Select appropriate grammar and vocabulary to change and enhance meaning. |
| **Composition – planning** | Articulate their ideas and thoughts in well-formed sentences. | Say out loud what they are going to write about, making simple pictorial or written records where appropriate. | Write down or say what they want to write about before beginning, including ideas and new vocabulary. | Plan, discuss and record ideas in notes on a writing frame, using similar writing to support with structure and vocabulary. | Make increasingly detailed notes on a range of given planning formats, using similar writing to support with structure, vocabulary and grammar. | Choose the most appropriate planning format and note initial ideas effectively. | Make detailed notes on an appropriate planning format, drawing on reading and research where necessary. |
| **Composition – audience and purpose** |  | Write for a range of purposes. | Write for a range of purposes with increasing stamina and positivity. | Use simple organisational devices in non-narrative writing. | Use a range of organisational devices effectively to structure non-narrative writing. | Explore a range of organisational and presentational devices to structure texts that are appropriate for the audience and purpose of their writing. | Use a range of organisational devices effectively, adapting their text to suit the audience and purpose. |
| **Composition – performing and presenting** | Re read what they have written to check that it makes sense. | Read their writing aloud, clearly enough to be heard by other children and the teacher. | Read their writing aloud clearly, audibly and with appropriate intonation. | Read aloud their own writing with appropriate intonation and volume so that the meaning is clear. | Read aloud their own writing to a group or the whole class, using appropriate intonation and controlling their tone and volume so that the meaning is clear. | Perform their own compositions with appropriate intonation and volume, and some consideration of movement. | Perform their own compositions effectively, using appropriate intonation, volume and movement so that meaning is clear. |
| **Composition – proofreading** | Re read what they have written to check that it makes sense. | Reread their writing to check that it makes sense. | Reread their writing to check for spelling, punctuation and grammar errors and the correct use of verbs that indicate time. | Proofread to check for errors in spelling, grammar, vocabulary and punctuation, noticing some errors and attempting to make appropriate corrections. | Proofread to check for errors in spelling, grammar, vocabulary and punctuation, noticing and acting on an increasing range of errors. | Proofread to check the spelling, punctuation and consistent and correct use of tense throughout a piece of writing. | Proofread to check the spelling, punctuation, degree of formality (register) and subject and verb agreement throughout a piece of writing. |
| **Composition – evaluating and editing** | Articulate their ideas and thoughts in well-formed sentences. | Discuss their writing with the teacher or other pupils. | Evaluate their writing with the teacher and other pupils, making simple additions, revisions and corrections. | Assess the effectiveness of their own and others’ writing, noticing some ways to improve the grammar, vocabulary or conventions of the genre. | Assess the effectiveness of their own and others’ writing, suggesting and making changes to grammar and vocabulary to improve consistency. | Assess the effectiveness of their own and others’ writing, proposing and making changes to enhance the spelling, grammar, vocabulary and punctuation. | Assess the effectiveness of their own and others’ writing, proposing and making changes to spelling, grammar, vocabulary and punctuation to enhance effects and clarify meaning. |
| **Composition – drafting paragraphs** | Connect one idea or action to another using a range of connectives. | Write a sentence or sequence of sentences for a given purpose. | Write longer sequences of sentences for a range of genres, including fiction, non-fiction and poetry, using some age-appropriate features of the genre. | Begin to group related ideas into paragraphs. | Organise sentences with the same theme in paragraphs. | Use a wide range of devices to build cohesion within paragraphs. | Link ideas within and across paragraphs using a wider range of cohesive devices. |
| **Composition – précising** |  |  |  |  |  | Write key information drawn from more than one paragraph, including some details that support the main idea of the text. | Write an accurate précis that includes the main details from the text in a succinct paragraph or paragraphs. |

**Handwriting**

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| **Aspect** | **Foundation** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Handwriting – letter formation** | Form lower case and capital letters correctly. | Sit and hold a pencil correctly and begin to form lower-case letters, capital letters, handwriting families and digits correctly. | Write lowercase letters, capital letters and digits of the correct size, orientation and relationship to one another, with spaces between words that reflect the size of the letters. |  |  |  |  |
| **Handwriting – joining and legibility** |  |  | Start using some diagonal and horizontal strokes to join letters. | Write increasingly legibly and consistently, often using the diagonal and horizontal strokes that are needed to join letters. | Use the diagonal and horizontal strokes that are needed to join letters and increase the legibility, consistency and quality of their handwriting. | Write legibly, fluently and with increasing speed, choosing the most appropriate writing implement for the task. | Write legibly, fluently and with increasing speed by choosing the appropriate letter shape and joining method where appropriate. |