



ST JAMES AND ST JOHN CHURCH OF ENGLAND PRIMARY SCHOOL WRITING PROGRESSION – YEARLY END POINTS

	EFYS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Spelling	<p>Hears and says the initial sound in words.</p> <p>Links sounds to letters naming and sounding the letters of the alphabet.</p> <p>Begins to break the flow of speech into words.</p> <p>Continues a rhyming string.</p> <p>Can segment the sounds in simple words and blend them together.</p> <p>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p> <p>Children use their phonic knowledge to write words in ways that match their spoken sounds.</p> <p>They also write some irregular common words.</p> <p>Some words are spelt correctly and others are phonetically plausible.</p>	<p>Spell words containing each of the 40+ phonemes already taught.</p> <p>Spell common exception words.</p> <p>Spell the days of the week.</p> <p>Name the letters of the alphabet in order.</p> <p>Name the letters of the alphabet using letter names to distinguish between alternative spellings of the same sound.</p> <p>Add prefixes and suffixes using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs.</p> <p>Add prefixes and suffixes using the un-.</p> <p>Add prefixes and suffixes using –ing, -ed, -er and -est where no change is needed in the spelling of root words e.g. helping, helped helper, eating, quicker, quickest.</p> <p>Apply simple spelling rules and guidance, as listed in English Appendix 1.</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p>	<p>Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.</p> <p>Spell by 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.</p> <p>Spell by learning to spell common exception words.</p> <p>Spell by learning to spell more words with contracted forms.</p> <p>Spell by learning the possessive apostrophe (singular) e.g. the girl's book.</p> <p>Spell by distinguishing between homophones and near-homophones.</p> <p>Add suffixes to spell longer words, including –ment, -ness, -ful, -less, -ly.</p> <p>Apply spelling rules and guidance, as listed in English Appendix 1.</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p>	<p>Using the prefixes un-, dis-, mis-, re-, pre-.</p> <p>Add suffixes beginning with vowel letters to words of more than one syllable e.g. forgetting, preferred, gardening, limited.</p> <p>Use the suffix –ly.</p> <p>Spell words with endings sounding like 'zh' and 'ch' e.g. treasure, measure, picture, nature.</p> <p>Spell words with endings which sound like 'zhun' e.g. division, decision.</p> <p>Spell the homophones brake/break, fair/fare, grate/great, Groan/grown, here/hear, heel/heal/he'll, mail/male, main/mane, meet/meat, peace/piece, plain/plane.</p> <p>Spell words that are often misspelt with reference to English Appendix 1.</p> <p>Spell words containing the 'i' sound spelt 'y' elsewhere than at the end of a word e.g. myth, gym.</p> <p>Spell words containing the 'u' sound spelt 'ou' e.g. young, touch, double.</p> <p>Spell words with the 'k' sound spelt 'ch' e.g. scheme, school, echo.</p> <p>Spell words with the 'sh' sound spelt 'ch' e.g. chef, machine.</p> <p>Spell words with the 'ay' sound spelt ei', 'eigh' or 'ey' e.g. eight, they.</p>	<p>Use the prefixes in-, im-, il-, ir-, sub-, inter-, super-, anti-, auto-.</p> <p>Understand and add the suffixes –ation, -ous.</p> <p>Add endings which sound like 'shun' spelt –tion, -sion, -ssion, -cian e.g. invention, tension, discussion, magician.</p> <p>Spell words ending with the 'g' sound spelt 'gue' and the 'k' sound spelt –que e.g. rogue, tongue, antique, unique.</p> <p>Spell homophones accept/except, affect/effect, ball/bawl, berry/bury, knot/not, medal/meddle, missed/mist, rain/rein/reign, scene/seen, weather/whether, whose/who's.</p> <p>Spell more complex words that are often misspelt with reference to English Appendix 1.</p> <p>Spell words with the 's' sound spelt 'sc' e.g. science, scene.</p> <p>Place the possessive apostrophe accurately in words with regular plurals e.g. girls', boys', and in words with irregular plurals e.g. children's.</p> <p>Use the first three or four letters of a word to check its spelling in a dictionary.</p> <p>Write sentences from memory, dictated by the teacher, that include words and punctuation taught so far.</p>	<p>Spell word endings which sound like 'shush' spelt –cious or –tious e.g. vicious, delicious, ambitious, cautious.</p> <p>Spell word endings which sound like 'shil' spelt –cial or –tial eg. official, partial.</p> <p>Spell words ending in –ant, -ance/-ancy, -ent, -ence/-ency e.g. transparent/transparency, tolerant/tolerance.</p> <p>Spell words ending in –able and –ible also ably and ibly e.g. adorable, possible, adorably, possibly.</p> <p>Spell words containing the letter-string 'ough' e.g. bought, rough, through, bough.</p> <p>Spell some words with 'silent' letters e.g. knight, psalm, solemn.</p> <p>Spell some of the year 5 and 6 words correctly (English Appendix 1).</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically (English Appendix 1).</p> <p>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</p> <p>Use a thesaurus.</p>	<p>Add suffixes beginning with vowel letters to words ending in –fer e.g. referring, preferred, referee, preference.</p> <p>Use prefixes involving the use of a hyphen e.g. co-ordinate, re-enter.</p> <p>Distinguish between homophones and other words which are often confused (English Appendix 1).</p> <p>Use dictionaries to check the spelling and meaning of words.</p> <p>Spell most of the year 5 and 6 words correctly (English Appendix 1).</p> <p>Use a dictionary to check the spelling of uncommon or more ambitious vocabulary.</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically (English Appendix 1).</p> <p>Use a thesaurus with confidence.</p>



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				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.	Write sentences from memory, dictated by the teacher, that include words and punctuation taught so far.		
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	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Handwriting	<p>Shows a preference for dominant hand. Begins to use anti-clockwise movement and re-trace vertical lines. Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. Children show good control and co-ordination in large and small movements. They handle equipment and tools effectively including pencils for writing.</p>	<p>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. Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and practise these.</p>	<p>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 and understand which letters, when adjacent to one another, are best left unjoined. Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. Use spacing between words that reflects the size of the letters.</p>	<p>Increasingly use the diagonal and horizontal strokes that are needed to join letters and begin to understand which letters, when adjacent to one another, are best left unjoined. Increase the legibility, consistency and quality of his/her handwriting e.g. by beginning to ensure that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</p>	<p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. Increase the legibility, consistency and quality of his/her handwriting e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</p>	<p>Write increasingly legibly, fluently, and with increasing speed, through improving choices of which shape of a letter to use when given choices and deciding whether or not to joining specific letters. Write increasingly legibly, fluently, and with increasing speed, by choosing the writing implement that is best suited for a task.</p>	<p>Write legibly, fluently and with increasing speed, deciding how to join specific letters and when they are best left unjoined. Write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task.</p>



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Writing composition	<p>Write simple sentences which can be read by themselves and others.</p>	<p>Write sentences by saying out loud what they are going to write about.</p> <p>Write sentences by composing a sentence orally before writing it.</p> <p>Write sentences by sequencing sentences to form short narratives.</p> <p>Write sentences by re-reading what he/she has written to check that it makes sense.</p> <p>Discuss what he/she has written with the teacher or other pupils.</p> <p>Read aloud his/her writing clearly enough to be heard by his/her peers and the teacher.</p>	<p>Write narratives about personal experiences and those of others (real and fictional).</p> <p>Write about real events to develop positive attitudes toward and stamina for writing.</p> <p>Write poetry to develop positive attitudes toward and stamina for writing.</p> <p>Write for different purposes to develop positive attitudes toward and stamina for writing.</p> <p>Consider what he/she is going to write before beginning by planning or saying out loud what he/she is going to write before beginning by planning or saying out loud what he/she is going to write about.</p> <p>Consider what he/she is going to write before beginning by writing down ideas and/or key words, including new vocabulary.</p> <p>Consider what he/she is going to write before beginning by encapsulating what he/she wants to say, sentence by sentence.</p> <p>Make simple additions, revisions and corrections to his/her own writing by evaluating his/her writing with the teacher and other pupils.</p> <p>Make simple additions, revisions and corrections to his/her own writing by re-reading to check that his/her writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.</p>	<p>Plan his/her writing by discussing writing similar to that which he/she is planning to write in order to understand and learn from its structure and vocabulary.</p> <p>Plan his/her writing by discussing and recording ideas within a given structure.</p> <p>Draft and write by composing and rehearsing sentences orally, building a varied and rich vocabulary and using sentences structure from English Appendix 2.</p> <p>Draft and write by organising writing into paragraphs as a way of grouping related material.</p> <p>Draft and write narratives, creating settings, characters and plot.</p> <p>Draft and write non-narrative material, using headings and sub-headings to organise texts.</p> <p>Evaluate and edit by assessing the effectiveness of his/her own writing.</p> <p>Evaluate and edit by proposing changes to grammar and vocabulary linked to the use of a/an, conjunctions, adverbs and prepositions.</p> <p>Proof-read for spelling and punctuation errors – including full stops, apostrophes, commas, question marks, exclamation marks and inverted commas for speech.</p> <p>Read his/her own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and</p>	<p>Plan his/her writing by discussing writing similar to that which he/she is planning to write, in order to understand and learn from its structure, vocabulary and grammar.</p> <p>Plan his/her writing by discussing and recording ideas.</p> <p>Draft and write by composing and rehearsing sentences orally (including dialogue), building a varied and rich vocabulary and range of sentence structures with reference to English Appendix 2.</p> <p>Draft and write by organising paragraphs around a theme.</p> <p>Draft and write in narratives, creating settings, characters and plot with consideration for the audience and purpose.</p> <p>Draft and write non-narrative material, using simple organisational devices.</p> <p>Evaluate and edit by assessing the effectiveness of his/her own and others' writing and suggesting improvements.</p> <p>Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, expanded noun phrases and fronted adverbials.</p> <p>Proof-read for spelling and punctuation errors, including the use of the apostrophe for possession, speech punctuation and the</p>	<p>Plan his/her writing by identifying the audience for and purpose of the writing, using other similar writing as models for his/her own.</p> <p>Plan his/her writing by noting and developing initial ideas, drawing on reading where necessary.</p> <p>Plan his/her writing of narratives by considering how authors have developed characters and settings in what the class have read, listened to or seen performed.</p> <p>Draft and write by selecting appropriate grammar and vocabulary, including that within English Appendix 2.</p> <p>Draft and write narratives, describing settings, characters and atmosphere, and integrating dialogue to convey character.</p> <p>Draft and write by précising longer passages.</p> <p>Draft and write by using devices to build cohesion within a paragraph e.g. then, after that, this, firstly.</p> <p>Draft and write by linking ideas across paragraphs using adverbials of time e.g. later, place, e.g. nearby and number e.g. secondly or tense choices e.g. he had seen her before.</p> <p>Draft and write by using further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining.</p> <p>Evaluate and edit by assessing the effectiveness of his/her own and others' writing.</p>	<p>Plan his/her writing by identifying the audience for and purpose of the writing, effectively selecting the appropriate form (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing).</p> <p>Plan his/her writing by noting and developing initial ideas, drawing on reading and research where necessary.</p> <p>Plan his/her writing of narratives through reasoned consideration of how authors have developed characters and settings in what the class have read, listened to or seen performed.</p> <p>Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what he/she has read as models for his/her own writing (e.g. literary language, characterisation, structure).</p> <p>Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning (English Appendix 2).</p> <p>Draft and write narratives, describing settings, characters and atmosphere.</p> <p>Integrate dialogue to convey character and advance the action.</p> <p>Draft and write by accurately précising longer passages.</p> <p>Draft and write by linking ideas across paragraphs</p>



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			<p>Make simple additions, revisions and corrections to his/her own writing by proof-reading to check for errors in spelling, grammar and punctuation e.g. ends of sentences punctuated correctly. Read aloud what he/she has written with appropriate intonation to make the meaning clear.</p>	<p>volume so that the meaning is clear.</p>	<p>use of the comma for fronted adverbials. Confidently read his/her own writing aloud, to a group or the whole class, using appropriate intonation and controlling tone and volume so that the meaning is clear.</p>	<p>Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning English Appendix 2. Evaluate and edit by ensuring mostly consistent correct use of tense throughout a piece of writing. Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing. Proof-read for spelling errors linked to spelling statements for year 5. Proof-read for punctuation errors, including use of brackets, dashes or commas to indicate parenthesis. Use of commas to clarify meaning or avoid ambiguity. Perform his/her own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>	<p>using a wider range of cohesive devices; repetition of a word or phrase, grammatical connections and ellipsis. Draft and write by using organisational and presentational devices to structure text and to guide the reader e.g. headings, sub-headings, columns, bullets or tables. Evaluate and edit by assessing the effectiveness of his/her own and others' writing with reasoning. Evaluate and edit by proposing reasoned changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning (English Appendix 2). Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing. Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural. Distinguish between the language of speech and writing and choosing the appropriate register. Proof-read for spelling errors linked to spelling statements for year 6. Proof-read for punctuation errors, including use of semi-colons, colons, dashes, punctuation of bullet points in lists, use of hyphens. Confidently perform his/her own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>
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	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Vocabulary grammar & punctuation		<p>Use regular plural noun suffixes –s or –es e.g. dog, dogs; wish, wishes, including understanding the effects of these suffixes on the meaning of the noun. Use suffixes that can be added to verbs where no change is needed in the spelling of the root words e.g. helping, helped, helper. Understand how the prefix un- changes the meaning of verbs and adjectives e.g. negation (for example, unkind or undoing): untie the boat. Understand how words can combine to make sentences. Use joining words and join clauses using and. Sequence sentences to form short narratives. Separate words with spaces. Use capital letters, full stops, question marks and exclamation marks to demarcate sentences in some of his/her writing. Use a capital letter for names of people, places, the days of the week and the word ‘. Understand the following terminology: Letter, capital letter. Word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.</p>	<p>Form nouns using suffixes such as –ness, -er and by compounding e.g. whiteboard, superman. Form adjectives using suffixes such as –ful, -less. Use suffixes –er, -est in adjectives and use –ly to turn adjectives into adverbs e.g. smoothly, softly, bigger, biggest. Use co-ordination (using or, and, but) and some subordination (using when, if, that, because) to join clauses. Use expanded noun phrases for description and specification e.g. the blue butterfly, plain flour, the man in the moon. Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. Use present and past tense mostly correctly and consistently. Use the progressive form of verbs in the present and past tense to mark actions in progress e.g. she is drumming, he was shouting. Use capital letters and full stops to demarcate most sentences in his/her writing and use question marks correctly when required. Use question marks and exclamation marks appropriately. Use commas to separate items in a list. Use apostrophes to mark where letters are missing in spelling and to mark</p>	<p>Form nouns using a range of prefixes e.g. super-, anti-, auto-. Use the forms ‘a’ or ‘an’ according to whether the next word begins with a consonant or a vowel e.g. a rock, an open box. Identify word families based on common root words e.g. solve, solution, solver, dissolve, insoluble. Express time, place and cause using conjunctions e.g. when, before, after, while, so, because, adverbs e.g. then, next, soon, therefore, or prepositions e.g. before, after, during, in, because of. Begin to use paragraphs as a way to group related material. Use headings and sub-headings to aid presentation. Use the present perfect form of verbs instead of the simple past e.g. He has gone out to play contrasted with He went out to play. Begin to use inverted commas to punctuate direct speech. Understand the following terminology: preposition, conjunction. Word family, prefix, clause, subordinate clause, direct speech, consonant consonant letter, vowel, vowel letter. Inverted commas (or speech marks).</p>	<p>Understand the grammatical difference between the plural and the possessive –s. Use standard English forms for verb inflections instead of local spoken forms e.g. we were w instead of we was, or I did instead of I done. Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. ‘the teacher’ expanded to: ‘the strict maths teacher with curly hair’. Use fronted adverbials e.g. Later that day, I heard the bad news. Use paragraphs to organise ideas around a theme. Make the appropriate choice of pronoun or noun, within and across sentences, to aid cohesion and avoid repetition. Use inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, ‘Sit down!’ Use apostrophes to mark plural possession e.g. the girl’s name, the girls’ names. Use commas after fronted adverbials. Understand the following terminology: determiner, pronoun, possessive pronoun, adverbial.</p>	<p>Convert nouns or adjectives into verbs using suffixes e.g. –ate, -ise, -ify. Understand verb prefixes e.g. dis-, de-, mis-, over-, and re-. Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun. Indicate degrees of possibility using adverbs e.g. perhaps, surely, or modal verbs e.g. might, should, will, must. Use devices to build cohesion within a paragraph e.g. then, after that, this, firstly. Link ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby, and number e.g. secondly, or tense choices e.g. he had seen her before. Use brackets, dashes or commas to indicate parenthesis. Use commas to clarify meaning or avoid ambiguity. Understand the following terminology: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity.</p>	<p>Understand and use effectively vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. find out – discover; ask for-request; go in – enter across a range of text types. Understand how words are related by meaning as synonyms and antonyms e.g. big, large, little. Use the passive to affect the presentation of information in a sentence e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken (by me). Understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing e.g. the use of question tags: He’s your friend, isn’t he? Or the use of subjunctive forms such as ‘If I were’ or Were they to come’ in some very formal writing and speech. Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this. Link ideas within and across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence, and ellipsis. Use layout devices e.g. headings, sub-headings,</p>



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			<p>singular possession in nouns e.g. the girl's name. Understand the following terminology: noun, noun phrase; statement, question, exclamation, command; compound, suffix; adjective, adverb, verb; tense (past, present); and apostrophe, comma.</p>				<p>columns, bullets, or tables, to structure text. Use the semi-colon, colon and dash e.g. when writing lists or as the boundary between independent clauses. Use the colon to introduce a list and semi-colons within lists. Use bullet points to list information. Understand how hyphens can be used to avoid ambiguity e.g. man eating shark versus man-eating shark, or recover versus re-cover. Understand the following terminology: Subject, object; passive; synonym, antonym; and ellipsis, hyphen, colon, semi-colon, bullet points. Use the perfect form of verbs to mark relationships of time and cause. Use expanded noun phrases to convey complicated information concisely. Use the full range of punctuation taught at key stage 2 (e.g. semi-colons, dashes, colons, hyphens) and where necessary, use this punctuation precisely to enhance meaning and avoid ambiguity.</p>
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Speaking and Listening	<p>Hears and says the initial sound in words. Links sounds to letters naming and sounding the letters of the alphabet.</p> <p>Begins to break the flow of speech into words.</p> <p>Children express themselves effectively showing awareness of listener's needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p> <p>They develop their own narratives and explanations by connecting ideas or events.</p> <p>Children listen attentively in a range of situations.</p> <p>They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p>	<p>Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which he/she can read independently.</p> <p>Discuss the significance of the title and events.</p> <p>Recite some poems and rhymes by heart.</p> <p>Participate in discussion about what is read to him/her, taking turns and listening to what others say.</p> <p>Explain clearly his/her understanding of what is read to him/her.</p> <p>Say out loud what he/she is going to write about.</p> <p>Compose a sentence orally before writing it.</p> <p>Discuss what he/she has written with the teacher or other pupils.</p> <p>Read aloud his/her writing clearly enough to be heard by the group and the teacher.</p> <p>Recognise and use language relating to dates, including days of the week, weeks, months and years.</p> <p>Use the language of time (including telling the time throughout the day first using o'clock and then half past).</p> <p>Describe position, direction and movement, including whole, half, quarter and three-quarter turns e.g. left and right, top, middle and bottom, on top of, in front of, above,</p>	<p>Listen to, discuss and express views about a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which he/she can read independently.</p> <p>Discuss the sequence of events in books and how items of information are related.</p> <p>Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</p> <p>Discuss his/her favourite words and phrases.</p> <p>Answer and ask questions.</p> <p>Participate in discussion about books, poems and other works that are read to him/her and those that can be read for himself/herself taking turns and listening to what others say.</p> <p>Explain and discuss his/her understanding of books, poems and other material, both those that he/she listens to and those that are read for himself/herself.</p> <p>Develop positive attitudes towards and stamina for writing by planning or saying out loud what he/she is going to write about.</p>	<p>Listen to and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Prepare poems and play scripts to read aloud and to perform, showing basic understanding through intonation, tone, volume and action.</p> <p>Discuss words and phrases that capture the reader's interest and imagination.</p> <p>Ask questions to improve his/her understanding of a text.</p> <p>Participate in discussion about both books that are read to him/her and those that can be read for himself/herself, taking turns and listening to what others say.</p> <p>Compose and rehearse sentences orally (including dialogue), progressively building a varied vocabulary and an increasing range of sentence structures (English Appendix 2).</p> <p>Read aloud his/her own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p> <p>Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock,</p>	<p>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>Discuss words and increasingly complex phrases that capture the reader's interest and imagination.</p> <p>Ask reasoned questions to improve his/her understanding of a text.</p> <p>Participate in considered discussion about both books that are read to him/her and those that can be read for himself/herself, taking turns and listening to what others say.</p> <p>Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2).</p> <p>Read aloud his/her 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> <p>Describe positions on a 2-D grid as coordinates in the first quadrant.</p> <p>Describe movements between positions as translations of a given unit</p>	<p>Listen to, read and discuss and increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume.</p> <p>Discuss and evaluate how authors use language, including complex figurative language, including the impact on the reader.</p> <p>Ask questions to improve his/her understanding.</p> <p>Identify and discuss themes and conventions in and across a wide range of writing.</p> <p>Participate in discussions about books that are read to him/her and those that can be read for himself/herself, building on his/her own and others' ideas and challenging views courteously and with clear reasoning.</p> <p>Explain and discuss his/her understanding of what he/she has read, including through formal presentations and debates in pairs, groups and whole class, maintaining a focus on the topic and using notes where necessary.</p> <p>Perform his/her own compositions, using appropriate intonation, volume and movement</p>	<p>Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</p> <p>Discuss and evaluate how authors use language, including complex figurative language, considering the impact on the reader.</p> <p>Ask specific reasoned questions to improve his/her understanding.</p> <p>Identify and discuss themes and conventions in and across a wide range of writing and reasoning.</p> <p>Participate in discussions about books that are read to him/her and those that can be read for himself/herself, building on his/her own and others' ideas and challenging views courteously and with clear reasoning.</p> <p>Explain and discuss his/her understanding of what he/she has read, including through formal presentations and debates in pairs, groups and whole class, maintaining a focus on the topic and using notes where necessary.</p> <p>Perform his/her own compositions, using appropriate intonation, volume, and movement so that the meaning is clear.</p>



**ST JAMES AND ST JOHN CHURCH OF ENGLAND PRIMARY SCHOOL
WRITING PROGRESSION – YEARLY END POINTS**



		<p>between, around, near, close and far, up and down, forwards and backwards, inside and outside.</p> <p>Discuss and solve problems in familiar practical contexts, including using quantities, also problems should include the terms: put together, add, altogether, total, take away, distance between, difference between, more than and less than.</p> <p>In working scientifically, ask simple questions and recognize that they can be answered in different ways (ask people questions; talk about what he/she found out and how he/she found it out; communicate his/her findings in a range of ways and begin to use simple scientific language).</p>		<p>a.m./p.m., morning, afternoon, noon and midnight.</p> <p>Describe the properties of 2-D and 3D shapes using accurate language including lengths of lines and acute and obtuse for angles greater or less than a right angle.</p> <p>Ask relevant questions and use different types of scientific enquiries to answer them.</p> <p>Make a spoken report on findings from scientific enquiries.</p> <p>Use relevant scientific language to discuss his/her ideas and communicate findings in ways that are appropriate for different audiences.</p>	<p>to the left/right and up/down.</p> <p>Ask relevant questions with reasoning and use different types of scientific enquiries to answer them.</p> <p>Make a clear and reasoned report on findings from scientific enquiries.</p> <p>Use relevant scientific language to discuss his/her ideas with reasoning, and communicate findings in ways that are appropriate for different audiences.</p>	<p>so that the meaning is clear.</p> <p>Pronounce mathematical vocabulary correctly.</p> <p>Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.</p> <p>Use and understand the terms factor, multiple and prime, square and cube numbers.</p> <p>Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed,</p> <p>Report and present findings from enquiries, including conclusion, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.</p> <p>Use relevant scientific language and illustrations to discuss, communicate and justify his/her scientific ideas and should talk about how scientific ideas have developed over time.</p>	<p>Pronounce mathematical vocabulary correctly and confidently.</p> <p>Use the whole number system, including saying, reading and writing numbers accurately.</p> <p>Describe the properties of shapes and explain how unknown angles and lengths can be derived from known measurements.</p> <p>Describe positions on the full coordinate grid (all four quadrants).</p> <p>Report and present findings and evidence from enquiries, including conclusion, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.</p> <p>Use relevant scientific language and illustrations to discuss, communicate and justify his/her scientific ideas, separating opinion from fact, and talk about how scientific ideas have developed over time.</p>
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