

Courthill's Progression of Writing

**Our Rationale for Writing:**





The National Curriculum denotes that *'a high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others.'* The purpose of this document is to show a clear progression throughout the school which is built upon year on year. The majority of the learning set out in each year group are our end of year expectations for a typical ARE child. However, the **bold and brown statements** are our baseline expectations for those children working below expected standard. The **bold and blue statements** are for those children working above expected standard. **BLACK AND BOLD STATEMENTS ARE NON-NEGOTIABLES FOR ALL ARE CHILDREN TO ACHIEVE.**

We teach a variety of high quality texts and use this as a stimulus for the children's writing to enhance the vocabulary that they use. Children are taught to spell through the systematic teaching of phonics and common exception words are taught throughout the curriculum. Mnemonics, alongside corresponding images and actions are used when teaching the spelling of common exception words. This multi-sensory approach helps the children to internalise the spelling of these 'tricky words' which don't follow a phonetic pattern. Some grammatical terms are first introduced in Foundation to aid the children's understanding of sentence structure. These grammatical terms are further developed as they progress through the school.

Vocabulary is a key focus across the curriculum, which is thoroughly explored with the children and built upon each year.



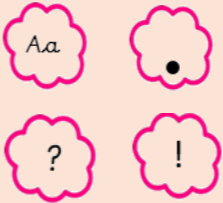

Our key aims are:

- To ensure children have secure transcription skills, including applying their knowledge of letters and sounds to spell and handwriting skills to support fluent, legible, speedy and accurate writing
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audience
- Apply existing and newly acquired knowledge to convey their ideas.

Transcription		Vocabulary, Grammar & Punctuation			Composition
Spelling Common exception words Phonics	Handwriting	Technical Vocabulary, new words in red	Grammar	Punctuation	Planning, Rehearsing, Writing, Editing, Evaluating
<p>Children need to be able to:</p> <ul style="list-style-type: none"> <li>• Write own name and other things such as labels, captions.</li> <li>• <b>Spell some key words correctly (see below) and others are phonetically plausible.</b></li> <li>• Use recognisable letters in the correct sequence to make both simple and more complex words they are writing phonetically correct.</li> <li>• Begin to write most <b>phase 2</b> and some <b>phase 3</b> common exception words with correct spelling, see below:</li> </ul> <p><b>Baseline words for ALL children in bold and black.</b>  <b>Phase 2</b> - I, of, no, go, as, and, is off, the, to  <b>Phase 3</b> - be, me, we, are, he, my, she, that, this, they, then, them, with, was, you</p> <p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>• <b>Letters and sounds of the alphabet, blending &amp; segmenting</b></li> <li>• <b>Use recognisable letters in the correct sequence to make the words they are writing phonetically correct. Begin to write some phase 2 words with correct spelling</b></li> <li>• <b>Phase 2 GPCs Set 1 &amp; 2 s a t p i n m d, Set3 gock, Set 4 e u r ck, Set 5 h b f ff l ll ss,</b></li> <li>• Phase 3 GPCs Set 6 j v w x, set 7 y z zz qu, Set 8 ch sh th ng, Set 9 ai, ee, igh, oa, oo, Set 10 ar or ur ow oi, Set 11 ear air ure er</li> <li>• Phase 4 recap Phase 2 and 3 and focus on blending</li> <li>• <b>Introduction of phase 5 sounds to extend.</b></li> </ul>	<p><b>Correctly hold a pencil</b></p> <p><b>Form the digits 0-9 correctly</b></p> <p><b>To show a preference for a dominant hand, to secure a tripod grip, to apply enough pressure to draw shapes and recognisable letters.</b></p> <p>*EYFS are taught cursive from the beginning because it helps with fluency, automaticity, spelling patterns (muscle memory), however, if a specific learning requirement was identified, teachers can make the decision to teach that child to use print.</p>	<p><b>Subject</b>  <b>Verb</b> – a doing (or being) word  <b>Grapheme</b> – the sound we see  <b>Phoneme</b> – the sound we hear  <b>Blend</b>  <b>Sounds</b>  <b>Letter</b>  <b>Capital letter</b>  <b>Spell</b>  <b>Write</b>  <b>Phoneme frame</b>  <b>phoneme fingers</b>  <b>robot arms</b></p>	<p>Early Learning Goal Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible</p>  <p><b>Subject</b> – who or what the sentence is about  <b>Verb</b> – a doing (or being) word</p>  <p>He ran.</p>	<p>To use <b>finger spaces</b> between some words</p>  <p>To attempt to use capital letters and full stops for some sentences.</p> 	<p><b>Planning</b>  Think about what they are going to write, either with an adult, peer or alone  To draw pictures, story boards etc. to support ideas  To 'Magpie' words to use in sentences  To act out verbs / captions / sentences</p> <p><b>Rehearsing</b>  <b>Orally rehearse words, captions and sentences either with an adult, peer or alone</b>  Through play use vocabulary that is influenced by stories and/or nursery rhymes</p> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• <b>Write captions</b> and begin to write simple sentences demonstrating some awareness of capital letters, <b>finger spaces</b> &amp; full stops</li> <li>• Attempt to write short sentences in meaningful contexts applying their knowledge (both in class with an adult and during child initiated time)</li> <li>• Use available tools to support e.g. sound mats, sound bubbles</li> </ul> <p><b>Editing</b>  Through Next Step Planning, edit and improve words e.g. initial and final sounds, capital letters, finger spaces &amp; full stops</p> <p><b>Evaluating</b>  Read / explain what they have written to an adult  With support, identify their successes and next steps using marking bubbles.</p>

Genres of writing

**Labels and captions** – Autumn, Spring, Summer  
**Lists** – Autumn, Spring, Summer  
**Posters** – Spring  
**Descriptive sentences (narrative and non-narrative)** – Spring, Summer  
**Story maps** – Spring, Summer  
**Letter writing** – Spring, Summer  
**Story writing (retell)** – Summer

<p>Y1</p>	<p><u>Common Exception Words</u>  <b>Baseline words for ALL children in bold and black</b>  <b>my, you, was, were, they, have, said</b>  about, all, ask, back, by, called, came, children, come, do, don't, friend, from, full, has, have, here, his, house, I'm, into, it's, just, like, little, love, made, make, once, one, our, out, people, please, pull, push, put, said, says, saw, school, so some, their, there, thought, through, time, today, very, went, were, what, when, where, who, will, your,</p> <p>days of the week</p> <p><u>Phonics</u></p> <ul style="list-style-type: none"> <li>• Spell words containing the 40+ phonemes</li> <li>• Recap of phase 2 and phase 3 Sets 1 – 11 (see above)</li> <li>• Phase 5 sounds including alternative pronunciation and spelling:</li> </ul> <p><b>Baseline expectations in black and bold</b>  <b>Sets 13 wh ph, Set 14 ai ay a-e eight ey ei a, Set 15 ea e-e ie ey y e ee, Set 16 ie, i-e, y, i, Set 17 ow o-e oe o, Set 18 ew, ue, u-e, (long u) u 'put' and 'push', Set 19 aw, au, al, our (your) oor, ore, Set 20 ir er ear (learn), Set 21 ou (shout) oy, ea (head), Set 22 eer (steer) ere (here), are (care), ear (bear), Set 23 alternative /k/ c, k ck ch, Set 24 alternative /s/ c(i) cinema, c(y) cyclist, ce (face) sc (scene) st (castle), se (intense), Set 25 alternative /j/ ge (strange), gi (giant), gy (energy) dge (hedge), Set 26 le, mb, kn, gn, wr, Set 27 tch, ch c(ial) ss(ion) t(ion)</b>  Polysyllabic words</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><u>Spelling Rules</u></p> <ul style="list-style-type: none"> <li>• Suffixes where no change is needed to the root word -s -es -ing -ed -er -est</li> <li>• Prefixes -un</li> <li>• Compound words</li> </ul>	<p>Sit correctly at a table, holding pencil correctly</p> <p><b>Begin to form lower case letters in correct direction with correct starting and finishing positions</b></p> <p><b>Be able to correctly form capital letters</b></p> <p><b>Ladder letters</b>  l, t, i, u, j, y,  L, T, U, I, J, Y,  <b>One-armed Robot letters</b>  r, n, m, h, b, p, k  R, N, M, H, B, P, K  <b>Curly Caterpillar letters</b>  c, o, a, d, g, q, s, e, f  C, O, A, D, G, Q, S, E, F  <b>ZigZag</b>  v, w, x, z  V, W, X, Z</p> <p>Days of the Week  Writing numbers to 20 in words</p> <p><i>(Children who are ready to have exposure to joining digraphs &amp; trigraphs as follows: ai, ch, ck, er, sh, th, ea, ed, igh, ing, ss, ie, ue, ee, ere, or, oa, oi, oo, ou, ow, oy, wh, as well as tt, ve, st, se, re See handwriting scheme for further details).</i></p>	<p>Letter  Capital letter  word  Subject  Verb - A word used to describe an action, state.  Jump (action)  Run (action)  Think (state)  Believe (state)  <b>Noun – a person place or thing</b>  <b>Proper noun</b>  <b>Singular</b>  <b>Plural</b>  <b>Sentence</b>  <b>clause</b>  <b>Punctuation</b>  <b>Full stop</b>  <b>question mark</b>  <b>exclamation mark</b>  <b>Adjective – a word that describes a noun</b>  <b>Conjunction – a word that joins clauses</b>  <b>Prefix</b>  <b>suffix</b>  <b>pronoun</b>  <b>Question</b>  <b>Command</b>  <b>compound words</b>  <b>contraction</b>  <b>past</b>  <b>present</b>  Grapheme  Phoneme</p>	<ul style="list-style-type: none"> <li>• To understand how words combine to make sentences</li> <li>• To understand what a sentence is and that a sentence needs a subject and always need a verb</li> <li>• Introduce extra information symbol to extend sentences e.g. He ran <b>over the hill</b>.</li> </ul>  <ul style="list-style-type: none"> <li>• <b>To be able to use conjunctions to join words / clauses (and)</b></li> <li>• <b>To use conjunctions or, but, when, if, because</b></li> </ul>  <ul style="list-style-type: none"> <li>• To understand questions: a type of sentence that end in a question mark and need to be answered</li> <li>• Commands – tell us to do something (don't need a subject e.g. Stand up. Mix the batter carefully)</li> <li>• To know that adjectives describe nouns</li> <li>• Regular plural noun suffixes -s or -es, including the effect of these suffixes on the noun.</li> <li>• Suffixes that can be added to verbs -ing, -er, -ed</li> <li>• To know that the prefix un- changes the meaning of verbs and adjectives (to the opposite e.g. tie – untie)</li> <li>• <b>Using present and past tense mostly correctly and consistently</b></li> </ul>	<p><b>Begin to punctuate sentences with a capital letter and a full stop , question mark or exclamation mark</b></p>  <p><b>Leave spaces between words</b></p> <p>Use a capital letter for proper nouns (names, places, days of the week and I)</p> 	<p><u>Plan</u></p> <ul style="list-style-type: none"> <li>• To think and say out loud what they are going to write about</li> <li>• <b>Compose a sentence orally before writing it</b></li> <li>• Use taught vocabulary, information from lesson and prior knowledge.</li> </ul> <p><u>Rehearse</u></p> <ul style="list-style-type: none"> <li>• <b>Say the sentence and count the words.</b></li> <li>• Repeat the sentence and memorise.</li> <li>• Orally rehearse known texts with actions.</li> <li>• Children create story maps.</li> <li>• Sequencing stories by mapping out the beginning, middle and end.</li> <li>• Drama techniques to internalise structure and patterns.</li> </ul> <p><u>Write</u></p> <ul style="list-style-type: none"> <li>• Write the sentence</li> <li>• <b>Write 2-3 sentences with the correct punctuation to form short narratives.</b></li> <li>• Sequence sentences to form short narratives</li> <li>• <b>Write simple, coherent narratives about personal experiences and those of others (real or fictional)</b></li> <li>• Use internal and external resources</li> </ul> <p><u>Edit</u></p> <ul style="list-style-type: none"> <li>• Re-reading what they have written to check it makes sense</li> <li>• Check correct use of sounds when spelling phonetically plausible words, including medial digraphs</li> <li>• Edit spellings using word banks</li> <li>• Check own learning against success criteria</li> </ul> <p><u>Evaluate</u></p> <ul style="list-style-type: none"> <li>• <b>Have work that can be read back by someone other than the class teacher</b></li> <li>• Discuss what they have written with teacher or other pupils, including pupil conferencing</li> <li>• Read aloud their writing clearly enough to be heard by their peers and the teachers</li> <li>• Peer moderation</li> <li>• Respond to next steps</li> </ul> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p style="text-align: center;"><u>Genres of writing</u></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;"><b>Labels and captions</b> – Autumn, Spring, Summer</td> <td style="width: 50%;"><b>Poetry</b> – Autumn,</td> </tr> <tr> <td><b>Recount</b> – Autumn, Spring, Summer</td> <td><b>Descriptive sentences (narrative and non-narrative)</b> Autumn, Spring, Summer</td> </tr> <tr> <td><b>Questions</b> – Autumn, Spring, Summer</td> <td><b>Comparative writing</b> – Autumn, Summer</td> </tr> <tr> <td><b>Story maps</b> – Autumn, Spring, Summer</td> <td><b>Letter writing</b> – Autumn,</td> </tr> <tr> <td><b>Story writing (retell)</b> – Autumn, Spring</td> <td><b>Story writing (innovated)</b> – Spring, Summer</td> </tr> <tr> <td><b>Instructions</b> – Spring</td> <td><b>Posters</b> - Spring</td> </tr> <tr> <td><b>Fact File</b> - Summer</td> <td><b>Invitations</b> - Spring</td> </tr> </table> </div>	<b>Labels and captions</b> – Autumn, Spring, Summer	<b>Poetry</b> – Autumn,	<b>Recount</b> – Autumn, Spring, Summer	<b>Descriptive sentences (narrative and non-narrative)</b> Autumn, Spring, Summer	<b>Questions</b> – Autumn, Spring, Summer	<b>Comparative writing</b> – Autumn, Summer	<b>Story maps</b> – Autumn, Spring, Summer	<b>Letter writing</b> – Autumn,	<b>Story writing (retell)</b> – Autumn, Spring	<b>Story writing (innovated)</b> – Spring, Summer	<b>Instructions</b> – Spring	<b>Posters</b> - Spring	<b>Fact File</b> - Summer	<b>Invitations</b> - Spring
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Y2

Common Exception Words

**Baseline words for ALL children in bold and black.**

**ask, says, are, today, our, who, people, children, it's, don't, back (words covered in year 1) last, would, every, because, find, after, could, many, half (words covered in year 2)**

full, door, mind, most, hold, break, last, plant, would, busy, Mr, floor, behind, only, told, past, path, sure, Mrs, poor, child, both, every, pretty, father, bath, whole, water, parents, because, old, everybody, beautiful, class, hour, eye, any, again, find, wild, cold, even, after, grass, move, could, many, half, kind, climb, gold, great, fast, pass, should, money, day

Phonics Phase 6 – Alternative Spellings:

/j/dge ge soft c /s/ kn gn wr le  
el (tunnel) al (medal) il (pencil)  
y (cry) all (ball) Understand 'a' making an 'or' sound before l/ll (ball)  
o /u/ (mother), a /o/ (want) After an w or qu the 'a' makes an 'o' sounds (want, squash) ar (warm)

Spelling Rules

- Adding es to nouns and verbs ending in y – ies babies carries
- Suffixes –ed –ing –er –est to a root word ending in a y with a consonant before it, copied, happier
- Suffixes –ed –ing –er –est -y to a root word ending in a e with a consonant before it, hiking, shiny,
- Suffixes –ed –ing –er –est -y to words of one syllable ending in a single consonant letter after a single vowel letter, patting, saddest, fatter
- **Suffixes –ment –ness –ful –less –ly**
- Contractions – can't, didn't, hasn't
- Possessive apostrophe – Megan's
- Words ending with sion, sure, sual
- Words ending with tion, station
- Homophones and near homophones, there/their/they're, quite/quiet

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 un-joined.

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 letters

**recap letter families, ensuring correct formation, start and finish points**

**Start to join letters:**

join bottom letters (join on the line)  
join bottom letters to 'c' shape letters (diagonal stroke up)  
join bottom letters to an 'e' (join on the line)  
join top letters to an 'e' (a slight downward stroke)  
join top letters (straight line join)  
(always teach a 'b' to be joined from the bottom)  
join a 't'  
(ensure children trace t back down)

noun, **noun phrase (NP), expanded noun phrases (ENP), statement, question (?), question word ?w, exclamation (!), command, compound, suffix, adjective (adj), adverb (adv), verb tense (T) (past, present) apostrophe, comma, subordination (when, if, that, because), co-ordination (or, and, but).**

- To learn how to write statements, questions, exclamations, and commands.
- To use expanded noun phrases to describe and specify. 
- To form nouns using suffixes such as –ness, -er and by compounding, e.g. whiteboard. 
- To form adjectives using suffixes such as –ful (beautiful) and –less (homeless). 
- To use suffixes, -er and –est in adjectives and use –ly to turn adjectives into adverbs. 
- To use subordinating conjunctions; (when, if, that, **because**) and co-ordinating conjunctions; (or, **and, but**). 
- To use the present and past tenses correctly and consistently including the progressive form. 

Learn how to use both familiar and new punctuation correctly including **full stops, capital letters, exclamation marks, question marks, commas** for lists and **apostrophes** for contracted forms and the possessive (singular).



To be able to :

- write narratives about personal experience and those of others (real or fictional)
- Write about real events
- Write poetry
- write for different purpose (e.g. letters, persuasive texts, story, non-fiction, instructions)

Plan

- **To think and say out loud or in their head, what they are going to write about**
- Use taught vocabulary, information from lesson and prior knowledge to compose more complex sentences
- Write down ideas and/or key words including new vocabulary
- Sequencing stories by mapping out the beginning, middle and end.
- To plan narratives using story mountains (e.g. beginning, problem, solution), including **innovating** parts of the known text

Rehearse

- **Rehearse sentences (aloud or in head)**
- Generate sentences more independently, drawing on own schema

Write

- **Write 5 sentences with accurate capital letters and full stops**
- **Use finger spaces between words consistently**
- Write and sequence sentences to form narratives
- **Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing**
- Use internal and external resources
- Encapsulate what they want to say, sentence by sentence, ensuring sense of cohesion

Edit

- Re-read to check writing makes sense and tenses are used correctly throughout
- Check correct use of sounds when spelling phonetically plausible words, including compound and polysyllabic
- Edit spellings using own knowledge / word banks especially for topic vocabulary
- Check learning against success criteria
- **Proof-read to check for errors in spelling, grammar and punctuation**
- **Additions – improving learning with awareness of audience in mind.**

Evaluate

- Evaluate writing with teacher and other pupils (peer assessed)
- Read aloud what they have written with appropriate intonation to make the meaning clear

<u>Genres of writing</u>	
<b>Descriptive sentences (narrative and non-narrative)</b> – Autumn, Spring, Summer	
<b>Comparative writing</b> – Autumn, Spring, Sumer	
<b>Story writing (innovated)</b> – Autumn, Spring, Summer	
<b>Posters</b> – Autumn, Spring	
<b>Persuasive letter writing</b> – Autumn, Spring	
<b>Instructions</b> – Autumn,	
<b>Newspaper report</b> - Autumn	
<b>Job application</b> – Spring	<b>Recount</b> – Spring
<b>Diary writing</b> - Spring	<b>Questions</b> – Spring
<b>Poetry</b> – Summer	