

## The Priory School Writing Progression Pathway

*“Inspiring a generation to learn, flourish and achieve in a caring, Christian community.”*



|               | Composition   | Sentence Structure   | Grammar/Vocabulary   | Punctuation   | Spelling   | Tricky Words  | Handwriting  |
|---------------|---|--|--|---|--|---|--|
| <b>EYFS</b>   | <ul style="list-style-type: none"> <li>Orally retell familiar stories</li> <li>Sequence sentences to form short narratives</li> <li>Re-read their writing with support to check it makes sense</li> </ul>   | Introduce.... <ul style="list-style-type: none"> <li>Main clause structure (Subject, verb, Object)</li> <li>Questions</li> </ul>   | Introduce.... <ul style="list-style-type: none"> <li>Subject</li> <li>Verb</li> <li>Object/noun</li> </ul>   | Introduce.... <ul style="list-style-type: none"> <li>Capital letter</li> <li>Full stop</li> <li>Question mark</li> </ul>  | Letters and Sounds Phase 2, 3, 4   | I, no, the, go, he, she, we, be, you, are, her, was, all, they, my, said, so, little, were, there   | <ul style="list-style-type: none"> <li>Use a pencil and hold it effectively to form recognisable letters, most of which are formed correctly.</li> </ul>   |
| <b>Year 1</b> | <ul style="list-style-type: none"> <li>Complete sentences orally before writing</li> <li>Sequence sentences to form short narratives</li> <li>Write a full narrative from a story map</li> <li>Re-reads their writing to check it makes sense</li> </ul>                          | <b>Consolidate the above and introduce....</b><br>Joining two clauses with a co-ordinating conjunction.<br>Exclamations  | <b>Consolidate the above and introduce....</b> Clause/sentence<br>Co-ordinating conjunctions – and, but, so<br>Past and present tense<br>Adjectives to make simple noun phrases  | <b>Consolidate the above and introduce....</b><br>Exclamation mark<br>Capital for pronoun I   | <ul style="list-style-type: none"> <li>Recap Letters and Sounds phase 3, 4</li> <li>Introduce Letters and Sounds phase 5/6</li> <li>Suffixes – ed and ing</li> <li>Prefix – un</li> <li>Plural rules for s and es</li> </ul>   | the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our   | <ul style="list-style-type: none"> <li>Sit correctly at a table, holding a pencil comfortably and correctly.</li> <li>Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</li> <li>Form capital letters</li> <li>Form digits 0-9</li> <li>Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.</li> </ul> |
| <b>Year 2</b> | <ul style="list-style-type: none"> <li>Write for different purposes</li> <li>Write down ideas and key words before writing</li> <li>Make simple additions, revisions and corrections to own writing</li> <li>Re-read writing with intonation to make the meaning clear</li> </ul> | <b>Consolidate the above and introduce....</b> <ul style="list-style-type: none"> <li>Statements, commands, questions and exclamations</li> <li>Subordinate clauses joined to main clause</li> </ul> | <b>Consolidate the above and introduce....</b> <ul style="list-style-type: none"> <li>Co-ordinating conjunctions – and, but, or, so</li> <li>Subordinating conjunctions – because, if, when</li> <li>Past and present tense</li> <li>Adjectives to make simple noun phrases</li> <li>Adverbs – link with spelling</li> <li>Proper nouns</li> </ul> | <b>Consolidate the above and introduce....</b> <ul style="list-style-type: none"> <li>Commas in lists</li> <li>Capital letters for all proper nouns</li> <li>Apostrophe for singular possession</li> <li>Apostrophe for contractions</li> </ul> | <b>Consolidate the above and introduce....</b> <ul style="list-style-type: none"> <li>Plural rules – s, es, ves,</li> <li>Suffix ed for past tense verbs</li> <li>Suffixes – ness; less; ful; er;</li> <li>ly (adverbs)</li> <li>Contractions</li> <li>Possessive apostrophes</li> </ul> | door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, | <ul style="list-style-type: none"> <li>Sit correctly at a table, holding a pencil comfortably and correctly.</li> <li>Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</li> <li>Form capital letters</li> <li>Form digits 0-9</li> <li>Understand which letters belong to which handwriting ‘families’ (i.e. letters that are</li> </ul>  |

|  |  |  |   |  |  |  |  |
|--|--|--|---|--|--|--|--|
|  |  |  | <ul style="list-style-type: none"> <li>Progressive tense used accurately (is playing, was writing)</li> </ul> |  |  | half, money, Mr, Mrs, parents, Christmas | formed in similar ways) and to practise these. |
|--|--|--|---|--|--|--|--|

|               | <b>Composition</b>   | <b>Sentence Structure</b>  | <b>Grammar/Vocabulary</b>   | <b>Punctuation</b>  | <b>Spelling</b>   | <b>Tricky Words</b>   | <b>Handwriting</b>   |
|---------------|--|--|---|---|---|---|--|
| <b>Year 3</b> | <ul style="list-style-type: none"> <li>Writing is appropriate to the purpose</li> <li>Consistently select appropriate grammar and vocabulary</li> <li>Create settings, characters and plots Use simple organisational device</li> <li>Proofread for spelling and punctuation errors Re-read writing with controlled tone and volume to make the meaning clear</li> </ul> | <b>Consolidate the above and introduce....</b> <ul style="list-style-type: none"> <li>Revise and embed subordinate/main clause structure</li> </ul>  | <b>Consolidate the above and introduce....</b> <ul style="list-style-type: none"> <li>Subordinating conjunctions – Since, until, because, when, although, if</li> <li>Prepositions of place</li> <li>Well-chosen adverbs</li> <li>Determiners – the, a and an (link to spelling words starting with vowels)</li> <li>Perfect tense used accurately (has eaten, had lived)</li> </ul>              | <b>Consolidate the above and introduce....</b> <ul style="list-style-type: none"> <li>Revise word class noun, verb, adjective, adverb</li> <li>Begin to use inverted commas for direct speech</li> </ul>  | <b>Consolidate the above and introduce....</b> <ul style="list-style-type: none"> <li>Revise and embed spelling of verbs with inflected endings (ed and ing)</li> <li>Prefixes (dis, in, im, anti, super, sub, re)</li> <li>Suffixes (ous, ly, ion, ian)</li> <li>ture</li> <li>ation</li> <li>ch</li> <li>ch (but sounds like sh)</li> </ul> | address, answer, appear, arrive, breath, breathe, build, busy(business), calendar, complete, consider, continue, decide, describe, different, difficult, disappear, early, earth, exercise, experiment, extreme, famous, February, forward, fruit, group, heard, heart, important, increase, interest, island, learn, mention, natural, notice, often, perhaps, popular, position, potatoes, promise, quarter, question, regular, remember, sentence, strange, woman, women | <ul style="list-style-type: none"> <li>Begin to use joined handwriting throughout their independent writing.</li> <li>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.</li> <li>Increase the legibility, consistency and quality of their handwriting [ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch.</li> </ul> |
| <b>Year 4</b> |  | <b>Consolidate the above and introduce....</b> <ul style="list-style-type: none"> <li>Extending sentences with clauses and phrases</li> <li>Using a range of fronted clauses and phrases (fronted adverbials)</li> </ul> | <b>Consolidate the above and introduce....</b> <ul style="list-style-type: none"> <li>Clauses (contain subject and verb)</li> <li>Phrases (do not contain verbs)</li> <li>Fronted clause</li> <li>Fronted phrase Determiners – articles, quantifiers, ordinals, possessive, demonstrative, numerals</li> <li>Expanded noun phrases Pronouns and possessive pronouns Perfect tense used</li> </ul> | <b>Consolidate the above and introduce....</b> <ul style="list-style-type: none"> <li>Correct use of all speech punctuation including inverted commas, commas and full stops</li> <li>Commas after fronted clauses and fronted phrases</li> </ul> | Consolidate the above and introduce.... <ul style="list-style-type: none"> <li>Revise and embed spelling of verbs with inflected endings (ed and ing)</li> <li>Irregular verb spellings (catch, caught)</li> <li>Prefixes (mis, un, in, dis, auto, inter, il, ir)</li> <li>sure</li> <li>ou</li> </ul>  | accident(ally), actual(ly), believe, bicycle, caught, centre, century, certain, circle, eight, eighth, enough, experience, favourite, grammar, guard, guide, history, height, imagine, knowledge, length, library, material, medicine, minute, naughty, occasion(ally), opposite, ordinary, particular, peculiar, possess, possession, possible, pressure, probably, purpose, recent, reign,  | <ul style="list-style-type: none"> <li>Use a joined handwriting throughout their independent writing.</li> <li>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.</li> <li>Increase the legibility, consistency and quality of their handwriting</li> </ul>   |

|  |  |  |                                   |   |   |   |   |
|--|--|--|-----------------------------------|---|---|---|---|
|  |  |  | accurately (has eaten, had lived) | <ul style="list-style-type: none"> <li>• Apostrophes to mark plural possession</li> </ul> | <ul style="list-style-type: none"> <li>• Suffix ly</li> <li>• Eigh, ei, ey, ous, sion, que, gue, ion</li> </ul> | separate, special, straight, strength, suppose, therefore, though/although, various, weight | ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch. |
|--|--|--|-----------------------------------|---|---|---|---|

|               | <b>Composition</b>   | <b>Sentence Structure</b>  | <b>Grammar/Vocabulary</b>  | <b>Punctuation</b>  | <b>Spelling</b>  | <b>Tricky Words</b>   | <b>Handwriting</b>  |
|---------------|--|--|--|---|--|---|---|
| <b>Year 5</b> | <ul style="list-style-type: none"> <li>• Writing is appropriate to audience and purpose</li> <li>• Writing uses appropriate form</li> <li>• Develop characterisation and setting and atmosphere</li> <li>• Dialogue develops character and advances action</li> <li>• Select appropriate grammar and vocabulary to enhance and clarify meaning Build cohesion within and across paragraphs</li> <li>• Organisational and presentational devices structure writing and guide the reader</li> <li>• Tense is consistent throughout</li> <li>• Subject and verb agreement is accurate</li> <li>• Register is matched to the purpose and audience</li> </ul> | <b>Consolidate the above and introduce....</b> <ul style="list-style-type: none"> <li>• A range of multi-clause sentence structures</li> <li>• Split main clauses with embedded relative clause</li> </ul> | Consolidate the above and introduce.... <ul style="list-style-type: none"> <li>• Adverbs of time, place, manner, frequency and degree</li> <li>• Relative pronouns</li> <li>• Modal verbs</li> </ul> | <b>Consolidate the above and introduce....</b> <ul style="list-style-type: none"> <li>• Brackets and dashes for parenthesis</li> <li>• Commas used accurately to mark clauses</li> </ul>  | <b>Consolidate the above and introduce....</b> <ul style="list-style-type: none"> <li>• Silent letters (b and t), ough, ible, able, ibly, ably, ent, ence, ei, ant, ance,, ancy, cious, tious, cial, tial.</li> <li>• homophones</li> </ul>          | accommodate, accompany, according, aggressive, appreciate, attached, average, awkward, bruise, convenience, criticise, curiosity, definite, desperate, determined, develop, dictionary, disastrous, embarrass, equipped, equipment, especially, exaggerate, excellent, familiar, forty, frequently, immediately, individual, interfere, interrupt, lightning, marvellous, muscle, necessary, neighbour, nuisance, persuade, privilege, programme, pronunciation, recognise, recommend, rhyme, rhythm, suggest, symbol, system, temperature, thorough, vegetable | <ul style="list-style-type: none"> <li>• Use a consistent joined handwriting style throughout their independent writing.</li> <li>• Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters.</li> <li>• Choose the writing implement that is best suited for a task.</li> </ul> |
| <b>Year 6</b> |  | <b>Consolidate the above and introduce....</b> <ul style="list-style-type: none"> <li>• Passive voice (Object, Verb, Subject)</li> <li>• Subjunctive form for formal writing</li> </ul>                    | <b>Consolidate the above and introduce....</b> <ul style="list-style-type: none"> <li>• Revise and embed all verb tense forms, including passive and subjunctive</li> </ul>                          | <b>Consolidate the above and introduce....</b> <ul style="list-style-type: none"> <li>• Semi colon</li> <li>• Colon</li> <li>• Bullet points</li> <li>• Hyphens (link with spelling)</li> <li>• Ellipses (cohesive device)</li> </ul> | <b>Consolidate the above and introduce....</b> <ul style="list-style-type: none"> <li>• suffixes (revise ed, ing, est, er)</li> <li>• Spelling rules (ough, tial, cial, tion, sion, sion, ei or ie, hyphenated words, ible, able, plural)</li> </ul> | achieve, amateur, ancient, apparent, available, bargain, category, cemetery, committee, communicate, community, competition, conscience, conscious, controversy, correspond, environment, existence, explanation, foreign, government, guarantee,   | <ul style="list-style-type: none"> <li>• Use a consistent and fluent handwriting style with greater speed throughout their independent writing.</li> <li>• Choose which shape of a letter to use when given choices and deciding</li> </ul>   |

|  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|
|  |  |  |  |  | <p>rules, homophones,<br/>double consonants:<br/>rred</p> <ul style="list-style-type: none"><li>• suffix ly, suffix ful (ly)</li></ul> | <p>harass, hindrance, identity,<br/>language, leisure,<br/>mischievous, occupy, occur,<br/>opportunity, parliament,<br/>physical, prejudice,<br/>profession, queue, relevant,<br/>restaurant, sacrifice,<br/>secretary, shoulder,<br/>signature, sincerely, soldier,<br/>stomach, sufficient, twelfth,<br/>variety, vehicle, yacht</p> | <p>whether or not to join<br/>specific letters.</p> <ul style="list-style-type: none"><li>• Choose the writing<br/>implement that is best<br/>suited for a task.</li></ul> |
|--|--|--|--|--|--|--|--|