



Personal **R**esponsibility **I**n **D**elivering **E**xcellence

Writing Progression Overview

	F1	F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Transcription (Spelling)	<ul style="list-style-type: none"> enjoy songs and rhymes Tuning in and paying attention joining in with songs and rhymes and copying sounds, rhythms, tunes and tempo notice some print, such as the first letter of their name, a bus, door number or familiar logo understand the five key concepts of print Print has meaning Print can have different purposes We read English from left to right and from top to bottom develop their phonological awareness so that they can spot and suggest rhymes count or clap syllables in words recognise words with the same initial sound 	<ul style="list-style-type: none"> understand the five key concepts of print Print has meaning Print can have different purposes We read English from left to right and from top to bottom develop their phonological awareness so that they can spot and suggest rhymes spell words by identifying the sounds and the writing the sounds with the letters 	<ul style="list-style-type: none"> words containing each of the 40+ phonemes taught common exception words the days of the week name the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs using the prefix un– using –ing, –ed, –er and –est where no change is needed in the spelling of root words apply simple spelling rules and guidance from Appendix 1 write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. 	<ul style="list-style-type: none"> segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones learning to spell common exception words distinguishing between homophones and near-homophones learning the possessive apostrophe (singular) learning to spell more words with contracted forms add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly apply spelling rules and guidelines from Appendix 1 write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. 	<ul style="list-style-type: none"> spell further homophones (including here/hear, to/two/too, they're/their/there) spell words that are often misspelt (Appendix 1) use further prefixes and suffixes (including dis-, -ly, mis) and understand how to add them place the possessive apostrophe accurately in words with regular plurals use the first 2 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. 	<ul style="list-style-type: none"> spell further homophones (including missed/mist, which/witch, accept/except) spell words that are often misspelt (Appendix 1) use further prefixes and suffixes (including in-, im-, il-, -ation, -ous) and understand how to add them place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals use the first 2 or 3 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. 	<ul style="list-style-type: none"> spell some words with 'silent' letters (including doubt, debt, lamb, autumn) continue to distinguish between homophones and other words which are often confused (affect/effect, desert/dessert, allowed/aloud) use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1 use further prefixes and suffixes (including -ity, -al, -ise, -ive, -ness, de- and re-) and understand the guidance for adding them use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary 	<ul style="list-style-type: none"> spell some words with 'silent' letters continue to distinguish between homophones and other words which are often confused (advice/advise, licence/license, practice/practise) use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1 use further prefixes and suffixes and understand the guidance for adding them (-ably, -able, -ibly, -ible) use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary

<p>Handwriting</p>	<ul style="list-style-type: none"> • enjoy drawing freely • add some marks to their drawings, which they give meaning to. E.g. That says mummy. • write some letters accurately • show a preference for a dominant hand • starting to confidently use their core muscle strength to achieve a good posture when sitting at a table or sitting on a floor • begin to develop their small motor skills so that they can use a range of tools (including writing equipment) safely and competently 	<p>Form uppercase and lowercase letters correctly</p> <p>Use comfortable grip with good control when holding pens and pencils</p> <p>Develop their small motor skills so that they can use a range of tools (including writing equipment) safely and competently</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on a floor</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient</p>	<ul style="list-style-type: none"> • 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' and to practise these 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 their handwriting 	<ul style="list-style-type: none"> • choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • choosing the writing implement that is best suited for a task
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<p>Composition (including planning, drafting, editing and performing)</p>	<ul style="list-style-type: none"> • say some words in songs and rhymes • sing songs and say rhymes independently • repeat words and phrases from familiar stories • notice some print, such as the first letter of their name, a bus, door number or familiar logo • make marks on their picture to stand for their name • understand the five key concepts of print <ul style="list-style-type: none"> -Print has meaning -Print can have different purposes -We read English from left to right and from top to bottom • engage in extended conversations about stories learning new vocabulary • use some of their print and letter knowledge in their early writing e.g writing a pretend shopping list • write the initial sound their name • write some letters accurately 	<ul style="list-style-type: none"> • write short sentences with words with known letter-sound correspondences. • reread what they have written to check that it makes sense • use some of their print and letter knowledge in their early writing e.g captions and phrases • write some or all of their name • writing a growing number of letters accurately – in line with school’s phonics programme • identify new vocabulary specific before planning activities. • use new vocabulary throughout the day. • ask questions to find out more. • describe events in some detail. • develop social phrases e.g. talk routines like “Good Morning,” • engage in story times. • listen to and talk about stories to build familiarity and understanding. • retell the story, once that have developed a deep familiarity with the text, some as exact repetition and 	<ul style="list-style-type: none"> • saying out loud what they are going to write about • composing a sentence orally before writing it • sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense • discuss what they have written with the teacher or other pupils • read their writing aloud clearly enough to be heard by their peers and the teacher. 	<ul style="list-style-type: none"> • writing narratives about personal experiences and those of others (real and fictional) • writing about real events • writing poetry • writing for different purposes • planning or saying out loud what they are going to write about • writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence • evaluating their writing with the teacher and other pupils • rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • proofreading to check for errors in spelling, grammar and punctuation • read aloud what they have written with appropriate intonation to make the meaning clear 	<ul style="list-style-type: none"> • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • discussing and recording ideas • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures • organising paragraphs around a theme • in narratives, creating settings, characters and plot • assessing the effectiveness of their own and others’ writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency • proofread for spelling and punctuation errors • read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<ul style="list-style-type: none"> • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • discussing and recording ideas • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures • organising paragraphs around a theme • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices (headings & subheadings) • assessing the effectiveness of their own and others’ writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proofread for spelling and punctuation errors 	<ul style="list-style-type: none"> • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed • noting and developing initial ideas, drawing on reading and research where necessary • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, describing settings, characters and integrating dialogue to convey character and advance the action • précising longer passages • using a range of devices to build cohesion within and across paragraphs • using further organisational and presentational devices to structure 	<ul style="list-style-type: none"> • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed • noting and developing initial ideas, drawing on reading and research where necessary • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • précising longer passages • using a wide range of devices to build cohesion within and across paragraphs • using further organisational and presentational devices to structure text and to guide the reader
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		<p>some in their own words.</p> <ul style="list-style-type: none"> • engage in non-fiction book. • listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. 				<ul style="list-style-type: none"> • read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<p>text and to guide the reader</p> <ul style="list-style-type: none"> • assessing the effectiveness of their own writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensuring the consistent and correct use of tense throughout a piece of writing • proofread for spelling and punctuation errors • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear 	<ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensuring the consistent and correct use of tense throughout a piece of writing • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • proofread for spelling and punctuation errors • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear
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Vocabulary and Grammar	<ul style="list-style-type: none"> • write short sentences with words with known sound letter correspondences using a capital letter and full stop 	<ul style="list-style-type: none"> • leaving spaces between words • joining words and joining clauses using coordinating conjunction "and" • regular plural noun suffixes (-s, -es) • verb suffixes where root word is unchanged (-ing, -ed, -er) • un- prefix to change meaning of adjectives/adverbs • to combine words to make sentences, including using and • Sequencing sentences to form short narratives • separation of words with spaces • capital letters for names and pronoun 'I') 	<ul style="list-style-type: none"> • expanded noun phrases to describe and specify • joining words and joining clauses using coordinating conjunction 'and', 'so', 'but' • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because 	<ul style="list-style-type: none"> • extending the range of sentences with more than one clause by using a wider range of conjunctions, including although, as, after, before, while • using conjunctions, adverbs and prepositions to express time and cause (and place) 	<ul style="list-style-type: none"> • extending the range of sentences with more than one clause by using a wider range of conjunctions, including just as, so that, as soon as, by the time • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition 	<ul style="list-style-type: none"> • use a thesaurus • using expanded noun phrases to convey complicated information concisely • using modal verbs or adverbs to indicate degrees of possibility • extending the range of sentences with more than one clause by using a wider range of conjunctions, including now that, even though, whenever, wherever, until, unless 	<ul style="list-style-type: none"> • using expanded noun phrases to convey complicated information concisely • using passive verbs to affect the presentation of information in a sentence • extending the range of sentences with more than one clause by using a wider range of conjunctions, including once, provided that, since, whereas
			<ul style="list-style-type: none"> • sentences with different forms: statement, question, exclamation, command • the present and past tenses correctly and consistently including the progressive form • subordination (using when, if, or because) and coordination (using so, and, or but) • some features of written Standard English • suffixes to form new words (-ful, -er, -ness) • sentence demarcation • commas in lists • apostrophes for omission & singular possession 	<ul style="list-style-type: none"> • using the present perfect form of verbs in contrast to the past tense • form nouns using prefixes (super-, anti-) • use the correct form of 'a' or 'an' • word families based on common words (solve, solution, dissolve, insoluble) 	<ul style="list-style-type: none"> • using fronted adverbials • difference between plural and possessive -s • Standard English verb inflections (I did vs I done) • extended noun phrases, including with prepositions • appropriate choice of pronoun or noun to create cohesion 	<ul style="list-style-type: none"> • using the perfect form of verbs to mark relationships of time and cause • using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun • converting nouns or adjectives into verbs • devices to build cohesion, including adverbials of time, place and number 	<ul style="list-style-type: none"> • recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms • using the perfect form of verbs to mark relationships of time and cause • differences in informal and formal language • synonyms & Antonyms • further cohesive devices such as grammatical connections and adverbials • use of ellipsis
Punctuation	<ul style="list-style-type: none"> • write short sentences with words 	<ul style="list-style-type: none"> • beginning to punctuate sentences using a capital 	<ul style="list-style-type: none"> • learning how to use both familiar and new 	<ul style="list-style-type: none"> • using and punctuating direct 	<ul style="list-style-type: none"> • using commas after fronted adverbials 	<ul style="list-style-type: none"> • using commas to clarify meaning or 	<ul style="list-style-type: none"> • using hyphens to avoid ambiguity

		with known sound letter correspondences using a capital letter and full stop	letter and a full stop, question mark or exclamation mark • using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'	punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)	speech (i.e. Inverted commas)	<ul style="list-style-type: none"> indicating possession by using the possessive apostrophe with singular and plural nouns using and punctuating direct speech (including punctuation within and surrounding inverted commas) 	avoid ambiguity in writing • using brackets, dashes or commas to indicate parenthesis	<ul style="list-style-type: none"> using semicolons, colons or dashes to mark boundaries between independent clauses using a colon to introduce a list punctuating bullet points consistently
Rainbow Grammar		Subject Predicate Stop	Subject Predicate Stop	Subject Predicate Stop Adverbial clause	Subject Predicate Stop Adverbial clause Linking adverb Direct speech	Subject Predicate Stop Adverbial clause Linking adverb Direct speech Non-finite clause	Subject Predicate Stop Adverbial clause Linking adverb Direct speech Non-finite clause Relative clause	Subject Predicate Stop Adverbial clause Linking adverb Direct speech Non-finite clause Relative clause
Key Terminology	Story, rhyme,	letter, capital letter (for sentence starters), full stop, sentence	letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark	noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb tense (past, present), apostrophe, comma	adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas	determiner, pronoun, possessive pronoun, adverbial	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity	subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points