RADDLEBARN PRIMARY SCHOOL PROGRESSION IN WRITING

Please see the Progression in Grammar document alongside this.

Year Group / Area of Study	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Resources
Phonic & Whole word spelling	-Develop their phonological awareness, so that they can: • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother.	-Spell words by identifying the sounds and then writing the sound with letter/s. -Spell words by identifying sounds in them and representing the sounds with a letter or letters (ELG)	- Words containing each of the 40+ phonemes taught. -Y1 Common exception words. - The days of the week. - Name the letters of the alphabet in order. - Use letter names to distinguish between alternative spellings of the same sound.	- Segment spoken words into phonemes and represent these by graphemes, spelling many correctly. - Learn 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. - Learn to spell Y2 common exception words. - Distinguish between homophones and near-homophones.	- Spell some homophones. - Spell some words that are often misspelt (English Appendix 1 – Y3/4 list).	-Spell further homophones - Spell words that are often misspelt (Appendix 1 – Y3/4 list)	-Beginning to spell some words with 'silent' letters [for example, knight, psalm, solemn]. - Beginning to distinguish between homophones and other words which are often confused. -Beginning to use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 (Y5/6 list).	- Spell some words with 'silent' letters. - Continue to distinguish between homophones and other words which are often confused - 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 (Y5/6 list).	
Other word building spelling		-Write short sentences with words with known sound-letter correspondences using a capital	-Use the spelling rule for adding – s or –es as the plural marker for nouns and the third person singular marker for verbs.	- Learn the possessive apostrophe (singular). - Learn to spell more words with contracted forms.	- Use some prefixes and suffixes and understand how to add them (English Appendix 1).	- Use further prefixes and suffixes and understand how to add them. - Place the possessive apostrophe accurately in words with	- Use some prefixes and suffixes and understand the guidance for adding them.	- Use further prefixes and suffixes and understand the guidance for adding them.	

		letter and full stop. - Write simple phrases and sentences that can be read by others (ELG)	- Use the prefix un– - Use –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	- Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly - Apply spelling rules and guidelines from Appendix 1.	- Beginning to place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]. - Use the first two letters of a word to check its spelling in a dictionary.	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.	- Beginning to use dictionaries to check the spelling and meaning of words. - Use the first 3 letters of a word to check spelling, meaning or both of these in a dictionary.	- Use dictionaries to check the spelling and meaning of words. - Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary.	
Transcription			- Write from memory simple sentences dictated by the teacher that include words using the grapheme-phoneme correspondences and common exception words taught so far.	- Write from memory simple sentences dictated by the teacher that include words using the grapheme-phoneme correspondences, common exception words and punctuation taught so far.	- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	- Begin to write from memory more complex sentences, dictated by the teacher, that include words and punctuation taught so far.	- Write from memory more complex sentences, dictated by the teacher, that include words and punctuation taught so far.	
Handwriting	- Use a comfortable grip with good control when holding pens and pencils. -Show a preference for a dominant hand.	-Develop the foundations of a handwriting style which is fast, accurate and efficient. -Form lower-case and capital letters correctly. -Develop their small motor skills so that they can use a range of	- 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 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.	- Beginning to 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. - Beginning to increase the legibility, consistency and	- 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.	- Write legibly, fluently and with increasing speed by beginning to choose which shape of a letter to use when given choices and deciding whether or not to join specific letters. -Having some choice in deciding the writing	- Write legibly, fluently and with increasing speed. - Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters - Choose the writing implement	

	- Write some letters accurately. - Use large-muscle movements to paint and make marks.	tools competently, safely and confidently (e.g. pencils for drawing and writing) -Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases (ELG) -Write recognisable letters, most of which are correctly formed. (ELG)	- Form capital letters. - Form digits 0-9. - Understand which letters belong to which handwriting 'families' and to practise these.	- 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.	quality of their handwriting [for example, 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]		implement that is best suited for a task.	that is best suited for a task.	
Contexts for Writing	-Engage in extended conversations about stories, learning new vocabulary.	-Articulate their ideas and thoughts in well-formed sentences. -Connect one idea or action to another using a range of connectives. -Describe events in some detail.	-Write simple sentences in meaningful contexts (producing short narratives).	- Write narratives about personal experiences and those of others (real and fictional). - Write about real events. - Write poetry. - Write for different purposes.	- Beginning to discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.	- Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	- Beginning to identify the audience for and purpose of the writing, often selecting the appropriate form and using other similar writing as models for their own. - Beginning to consider how authors have developed characters and settings.	- Identify 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, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed.	
Planning Writing			- Say out loud what they are going to write about.	- Plan or say out loud what they are going to write about.	- Beginning to discuss and record ideas.	- Discuss and record ideas.	- Beginning to note and develop initial ideas, drawing on	- Note and develop initial ideas, drawing on reading and	

			- Compose a sentence orally before writing it.		- Compose and rehearse simple sentence structures orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.	- Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.	reading and research where necessary.	research where necessary.	
Drafting writing	- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. - Write some or all of their name.	-Re-read what they have written to check that it makes sense.	- Sequence sentences to form short narratives. - Re-read what they have written to check that it makes Sense.	- Write down ideas and/or key words, including new vocabulary. - Encapsulate what they want to say, sentence by sentence	- Organise simple paragraphs around a theme. - Create simple settings, characters and a basic plot in narratives. - Use simple organisational devices in non-narrative material [for example, headings and sub-headings].	- Organising paragraphs around a theme. - In narratives, creating settings, characters and plot. - In non-narrative material, using simple organisational devices.	- Beginning to select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. - Beginning to describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action in narratives. - Beginning to precis longer passages. - Beginning to use a range of devices to build cohesion within and across paragraphs. - Beginning to use some organisational	- Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. - In narratives, describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action. - Précis longer passages. - Use a wide range of devices to build cohesion within and across paragraphs. - Use further organisational and presentational devices to	

								and presentational devices to structure text and to guide the reader [for example, headings, and bullet points].	structure text and to guide the reader.	
Editing Writing			- Discuss what they have written with the teacher or other pupils.	- Evaluate their writing with the teacher and other pupils. - Reread to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form. - Proofread to check for errors in spelling, grammar and punctuation.	- Beginning to assess the effectiveness of their own and others' writing and suggest improvements. - Beginning to propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. - Proofread for some spelling and punctuation errors.	- Assess the effectiveness of their own and others' writing and suggest improvements. - Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. - Proofread for spelling and punctuation errors.	- Beginning to assess the effectiveness of their own and others' writing (more complex writing structures). - Beginning to propose changes to vocabulary, grammar and punctuation to enhance writing. - Beginning to use the correct tense throughout a piece of writing. - Beginning to ensure the correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. - Beginning to proof-read more complex pieces	- Assessing the effectiveness of their own and others' writing (more complex writing structures). - Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. - Ensure the consistent and correct use of tense throughout a piece of writing. - Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.	

							for spelling and punctuation errors.	- Accurately proofread for spelling and punctuation errors.	
Performing writing	- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.	-Develop storylines in their pretend play. -Share their creations, explaining the process they have used (EAD ELG)	- Read their writing aloud clearly enough to be heard by their peers and the teacher.	- Read aloud what they have written with appropriate intonation to make the meaning clear.	- Read aloud their own writing, to a group or the whole class, using increasing intonation and control of tone and volume so that the meaning is clear.	- 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.	- Perform their own compositions, beginning to use appropriate intonation, volume so that meaning is clear.	- Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	
Vocabulary	-Understand the five key concepts about print: • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing	-Use new vocabulary in different contexts. - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary (C&L ELG)	- Leave spaces between words. - Join words and join clauses using "and".	- Expanded noun phrases to describe and specify.	-Write sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. - Choose some nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.	- Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. - Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.	-Use a thesaurus.	- Use a thesaurus correctly and effectively. - Use expanded noun phrases to convey complicated information concisely. - Using modal verbs or adverbs to indicate degrees of possibility.	

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