

WRITING PROGRESSION

Strand	Early Years	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2		
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Writing: Handwriting	Children handle equipment and tools effectively, including pencils for writing.	Most letters are formed correctly leaving space between words.	Form lower-case letters of the correct size relative to one another.					
		Sit correctly at the table, holding pencil comfortably and correctly						
	Children can use clearly identifiable letters to communicate meaning eg anticlockwise with ascenders and descenders.	Understand which letters belong to which handwriting 'families' and practise these.						
		Form digits 0-9	Write digits of the correct size and orientation.					
	Form capital letters	Write capitals 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.				
				Increase the legibility, consistency and quality of handwriting, e.g. by ensuring that down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.	Write legibly, fluently, with increasing speed by: Choosing which shape of letter to use when given choices and deciding whether or not to join specific letters. Choosing the writing implement that is best suited for the task.		
			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.	Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.			

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Writing: Composition	Write simple sentences which can be read by themselves and others.		Develop positive attitudes towards and stamina for writing by writing: <ul style="list-style-type: none"> narratives about personal experiences and those of others (real and fictional) about real events poetry for different purposes 				
		<p>Plan writing Say out loud what they are going to write about. Plan writing through discussion with a teacher.</p>	<p>Plan writing Plan or say out loud what they are going to write about.</p> <p>Write idea and/or key words including new vocab.</p>	<p>Plan writing Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>Discuss and record ideas.</p>	<p>Plan writing Identify audience and purpose, selecting appropriate form and use other similar writing as a model.</p> <p>Note and develop initial ideas, drawing on reading and research where necessary.</p> <p>Plan the structure of writing.</p> <p>In writing narratives, consider how authors have developed characters and settings in what pupils have</p>		

					read, listened to and seen performed
		<p>Drafting & writing Compose a sentence orally before writing. Use rich, ambitious and relevant topic vocab.</p>		<p>Drafting & writing Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and increasing range of sentence structures.</p>	<p>Drafting & writing Select appropriate grammar and vocab, understanding how such choices can change and enhance meaning.</p> <p>Use simple organisational devices including headings and bullet points to structure and guide the reader.</p> <p>Use rich ambitious and relevant topic vocab.</p> <p>Use themes and details to link paragraphs in a flow of text.</p>
		<p>Sequence sentences to form short narratives (real or fictional) Write about real events, recording these simply and clearly</p>	<p>Encapsulate what they want to say, sentence by sentence. Write simple coherent narratives about personal experiences and those of others (real or fictional) Write about real events, recording these simply and clearly.</p>	<p>Organise paragraphs around a theme.</p> <p>Use an increasing range of sentences to create atmosphere, character, setting and plot.</p> <p>Write effectively for a range of purpose and audiences.</p>	<p>Use a wide range of devices to build cohesion within and across paragraphs.</p>

		<p>Evaluate and Edit Makes changes to grammar and vocab in their own writing.</p>	<p>Evaluate and Edit Make simple additions, revisions and proof- reading corrections to their own writing.</p>	<p>Evaluate and Edit Assess the effectiveness of own writing. Edit and make changes to grammar, punctuation and vocab in their own writing.</p>	<p>Evaluate and Edit Assess the effectiveness of own writing. Proof read and make changes to correct spelling and punctuation mistakes. Proof read and make changes to grammar and vocab in their writing.</p>
			<p>Write effectively and coherently for different purpose, drawing on their reading to inform the vocabulary and grammar of their writing.</p>	<p>In narratives, create settings, characters and plot</p>	<p>In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action.</p>
		<p>Re-read what they have written to check that it makes sense.</p>	<p>Proof read to check for errors in spelling, grammar and punctuation.</p>	<p>Proof read for spelling and punctuation errors.</p>	<p>Proof read for spelling and punctuation errors.</p>
		<p>Discuss what they have written with the teacher or other pupils. Read aloud their</p>	<p>Read aloud their writing with appropriate intonation to make the meaning clear.</p>	<p>Read aloud their writing, to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.</p>

		writing clearly enough to be heard by their peers and the teacher.			
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Writing: Spelling	Use phonic knowledge to write words in ways which match spoken sounds.	Spell words containing each of the 40+ phonemes already taught.	Spell by segmenting words into phonemes and representing these by graphemes, spelling many correctly.				
	Some words are spelt correctly and others are phonetically plausible.		Learn 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.	Plan writing Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Discuss and record ideas.		Plan writing Identify audience and purpose, selecting appropriate form and use other similar writing as a model. Note and develop initial ideas, drawing on reading and research where necessary. Plan the structure of writing. In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to and seen performed	
	Write some common irregular words.	Spell common exception words .	Spell common exception words .	Drafting & writing Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and increasing range of sentence		Drafting & writing Select appropriate grammar and vocab, understanding how such choices can change and enhance meaning.	

				structures.	<p>Use simple organisational devices including headings and bullet points to structure and guide the reader.</p> <p>Use rich ambitious and relevant topic vocab.</p> <p>Use themes and details to link paragraphs in a flow of text.</p>
			Spell more words with contracted forms	<p>Organise paragraphs around a theme.</p> <p>Use an increasing range of sentences to create atmosphere, character, setting and plot.</p> <p>Write effectively for a range of purpose and audiences.</p>	Use a wide range of devices to build cohesion within and across paragraphs.
			Distinguish between homophones and near homophones.	Spell further homophones	Continue to distinguish between homophones and other words which are often confused.
			Spell days of the week.		
				Spell words that are often misspelt.	
		Name the letters of the alphabet: • Name in order • Use letter names to distinguish		Use the first three letters of a word to check it's spelling in a dictionary.	Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary

		between alternative spellings of the same sound.			
		Add prefixes and suffixes: • -s or -es • Un- • -ing -ed, -er, -est (where no change is needed in the spelling of the root word)	Add suffixes to spell longer words: -ment, -ness, -ful, -less, -ly.	Use further prefixes and suffixes and understand how to add them.	Use further prefixes and understand the guidance for adding them.
		Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far	Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words and punctuation taught so far	Write from memory simple sentences, dictated by the teacher, that include taught words and punctuation taught so far.	
			Spell by learning the possessive apostrophe (singular).	Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals	
					Spell words with silent letters
					Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.

Writing Progression Document

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