

**Bedfield and Wetheringsett C of E Primary Schools**

**Subject area: Writing progression**

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| **Reception** |  |
|  | **Literacy – Writing*** Form lower care and capital letters correctly
* Spell words by identifying the sounds, then writing the sounds with letters
* Write simple, regular words - CVC, CCVC and CVCC words
* Write short sentences with words with known sound-letter correspondence using a capital letter and a full stop
* Re-read what they have written to make sure it makes sense

**Physical development – Fine motor skills*** Develop small motor skills to use a range of tools competently, safely and confidently eg pencils for drawing and writing, paintbrushes, scissors
* Use core muscle skills to achieve good posture when sitting at a table or on the floor
* Develop the foundations of a handwriting style which is accurate and efficient

**ELG Writing*** Write recognisable letters, mostly correctly formed
* Spell words by identifying sounds in them and representing the sounds with letters
* Write simple phrases and sentences that can be read by others
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| **KS1****Years 1&2** | **Year 1** | **Year 2** |
| **Handwriting** | Sits and holds pencil correctlyForms lower case letters in the right direction, starting and finishing at correct pointsForms lower case and capital letters correctly | Forms lower case and capital letters correctly and at correct sizeUses diagonal and horizontal strokes to join some lettersLeaves appropriate spacing between words |
| **Spelling** | Writes Phase 2 – 5 graphemes in familiar wordsWrites doubled letters at the end of base words ll, ss, zz, ff, ckWrites words ending in -y, and words with ee and ighWrites regular plural suffixes: -s, -esWrites regular verb inflections: -ed, -ing, -sWrites common exception words (Year 1) | Writes Phase 6 graphemes in familiar wordsWrites words with contracted formsWrites suffixes -ment, -ness, -ful, less, ly, Writes some silent sounds kn, gn, wr* le, el, and al word endings

Consonant doublingHomophones and near homophones – there/their, here/hear, quite/quiet, see/sea, bear/bare, one/won, son/sun, to/too/two, be/bee, blue/blew, knight/nightWrites common exception words (Year 2) |
| **Vocabulary, Grammar and punctuation** | Joins words and clauses using *and*Separates words with spacesDemarks some simple sentencesSome use of ? and !Uses capital letter for some proper nounsUses capital letter for personal pronoun I | Writes sentences in different forms: statements, questions, exclamations, commandsUses expanded noun phrasesCorrect use of past and present tenseUses subordination – when, if because, thatCoordination – or, and, butCommas separate items on a listApostrophes for contracted forms and singular possession |
| **Planning****Drafting****Editing** | * Says out loud what they are going to write about

 Composes a sentence orally before writing it* Sequences sentences to form brief narrations

Re-reads what they have written to check it makes sense* Discusses what they have written/make corrections to spelling, capitalisation, use of full stops
 | * Plans and says out loud what they are going to write about
* Writes down ideas/key words and some new vocabulary

Encapsulates what they want to say, sentence by sentence* Evaluates writing with teacher/other pupils

Re-reads what they have written to check it makes sense, including verbs are used correctly and consistentlyProof reads to check and correct errors in spelling, grammar, punctuation |
| **Composition** | Writes personal experiences, stories, real events and poems | Writes narratives about personal experiences and that of others (real and fictional)Writes about real eventsWrites poetryWrites for different purposes |
| **Lower KS2****Years 3&4** | **Year 3** | **Year 4** |
| **Handwriting** | Uses diagonal and horizontal strokes to join lettersAscenders and descenders are parallel and equidistantWriting is spaced and legible | Uses diagonal and horizontal strokes to join lettersAscenders and descenders are parallel and equidistantWriting is spaced, legible and consistent in style and orientation. |
| **Spelling** | Common prefixes - un-, re-, de-, dis-, mis-, in-, sub-, super-, ani-, autoWords ending in -sure, -ture, -tion, -sion, -ssion, -cianConsonant doublingHomophones and near homophones: accept/except, affect/effect, ball/bawl, berry/bury/brake/break, fair/fare, great/grate, groan/grown, here/hear, heel/heal/he’ll, not/knot/mail/male, main/mane, meat/meet, medal/meddle, missed/mist/peace/piece, plan/plain, rain/rein/reign, scene/seen, weather/whether, whose/who’sYear 3 and 4 statutory word list  | Common prefixes - un-, re-, de-, dis-, mis-, in-, sub-, super-, ani-, autoWords ending in -sure, -ture, -tion, -sion, -ssion, -cianConsonant doublingHomophones and near homophones examples: accept/except, affect/effect, ball/bawl, berry/bury/brake/break, fair/fare, great/grate, groan/grown, here/hear, heel/heal/he’ll, not/knot/mail/male, main/mane, meat/meet, medal/meddle, missed/mist/peace/piece, plan/plain, rain/rein/reign, scene/seen, weather/whether, whose/who’sYear 3 and 4 statutory word list |
| **Vocabulary, Grammar and Punctuation** | Correctly uses of a and anConjunctions, adverbs and prepositions to express time, cause and placeUses present perfect tenseUses inverted commas for direct speech | Uses standard forms of verb inflectionsUses adjectival phrases to expand noun phrasesUse fronted adverbials, commas after fronted adverbialsAppropriate use of nouns and pronounsConsistently uses correct punctuation for direct speechUses apostrophes for plural possessives |
| **Planning****Drafting** **Editing** | * Discusses and records ideas/composes and rehearses sentences orally, including dialogue/progressively builds a rich and varied vocabulary and increases range of sentence structure
* Organises paragraphs around a theme/creates settings and characters in narratives/uses simple organisational devices, headings and sub-heading in non-fiction writing
* Assesses the effectiveness of own and other’s writing, suggesting improvements/suggests changes to grammar and vocabulary to improve consistency, including use of pronouns/proof reading for spelling and punctuation errors
 | * Discusses and records ideas/composes and rehearses sentences and paragraphs orally, including dialogue/progressively builds a richer and more varied vocabulary and increases range of sentence structure
* Organises paragraphs around a theme/creates settings and characters in narratives/uses organisational devices, including headings and sub-heading in non-fiction writing
* Assesses the effectiveness of own and other’s writing, suggesting and making improvements/suggests changes to grammar and vocabulary to ensure consistency, including accurate use of pronouns/proof reading for spelling and punctuation errors
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| **Composition** | Discusses and interacts with writing in the different genres that they are planning to write in learning from the structure, grammar, features and vocabulary to emulate them in their own work.Writing is appropriate for the purpose | Discusses and interacts with writing in the different genres that they are planning to write in, learning from the structure, grammar, features and vocabulary to emulate them in their own work.Writing is appropriate for the purpose |
| **Upper KS2****Years 5&6** | **Year 5** | **Year 6** |
| **Handwriting** | Maintains legibility in joined handwriting when writing at speedChooses standard and style of handwriting appropriate to the taskChooses appropriate writing implement for the task and uses it proficiently | Maintains legibility in joined handwriting when writing at speedChooses standard and style of handwriting appropriate to the taskChooses appropriate writing implement for the task and uses it proficiently |
| **Spelling** | Words ending in -cious, -tious, -cial, -tialWords ending in -ant, -ance, -ancy, -ent, -ence, -encyWords ending in -able, -ably, -ible, -ibly -ough word stringWords with ee sound spelled ei after cWords with silent lettersHomophones and near homophones: advise/advice, device/devise, licence/license, practise/practice, prophecy/prophesy, father/farther, guest/guessed, herd/heard, led/lead, morning/mourning, past/passed, precede/proceed, principal/principle, profit/prophet, stationary/stationery, steel/steal, wary/weary, who’s/whoseYear 5 and 6 statutory word list | Words ending in -cious, -tious, -cial, -tialWords ending in -ant, -ance, -ancy, -ent, -ence, -encyWords ending in -able, -ably, -ible, -ibly -ough word stringWords with ee sound spelled ei after cWords with silent lettersHomophones and near homophones: advise/advice, device/devise, licence/license, practise/practice, prophecy/prophesy, father/farther, guest/guessed, herd/heard, led/lead, morning/mourning, past/passed, precede/proceed, principal/principle, profit/prophet, stationary/stationery, steel/steal, wary/weary, who’s/whoseYear 5 and 6 statutory word list |
| **Vocabulary, Grammar and Punctuation** | Uses relative clausesModal verbsCohesive devices within paragraphsIdeas across paragraphs linked by adverbialsParenthesis () - ,Commas to clarify meaning | Uses formal and informal vocabulary and structures, including passive and subjunctiveWider range of cohesive devicesEllipsisColons and semicolons in listsBullet pointsHyphens to avoid ambiguity |
| **Planning****Drafting****Editing** | * Notes and develops initial ideas, drawing on research and reading
* Selects appropriate grammar and vocabulary, understanding how choices change and enhance meaning/In narratives, describes characters, settings and atmospheres, integrating dialogue to convey character and advance action/precises longer passages/uses a wide range of devices to build cohesion within and across paragraphs/uses further organisational and presentational devices to structure the text and guide the reader
* Assesses the effectiveness of their own or other’s writing/proposes changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning/ensures the consistent and correct use of tense throughout a piece of writing/ensures correct subject and word agreement when using singular and plural, distinguishes between the use of language of speech and writing and chooses the appropriate register/proofreads for spelling and punctuation errors
 | * Notes, develops and expands initial ideas, drawing on research and range of reading
* Selects appropriate and effective grammar and vocabulary, understanding how choices change and enhance meaning and impact/In narratives, describes characters, settings and atmospheres in depth and detail, integrating dialogue to convey characteristics and advance action/precises longer passages/uses a wide range of devices to build cohesion within and across paragraphs/uses further organisational and presentational devices to structure the text and guide the reader
* Assesses the effectiveness of their own or other’s writing/proposes changes to improve vocabulary, grammar and punctuation to enhance effects and clarify meaning/ensures the consistent and correct use of tense throughout a piece of writing/ensures correct subject and word agreement when using singular and plural, distinguishes between the use of language of speech and writing and chooses the appropriate register/proofreads for spelling an punctuation errors
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| **Composition** | Identifies and writes for the audience for the writing, selecting the appropriate form and using other similar writing models for their own.Writes narratives showing consideration of how authors have developed characters and settings in what pupils have read, listened to or seen performed. | Identifies and writes for the audience for the writing, selecting the appropriate form and using other similar writing models for their own.Writes narratives showing consideration of how authors have developed characters and settings in what pupils have read, listened to or seen performed.Pupils innovate ideas drawn these examples and reflect them in their own writing. |