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**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 | |
| **KS1**  **Years 1&2** | **Year 1** | **Year 2** |
| **Handwriting** | Sits and holds pencil correctly  Forms lower case letters in the right direction, starting and finishing at correct points  Forms lower case and capital letters correctly | Forms lower case and capital letters correctly and at correct size  Uses diagonal and horizontal strokes to join some letters  Leaves appropriate spacing between words |
| **Spelling** | Writes Phase 2 – 5 graphemes in familiar words  Writes doubled letters at the end of base words ll, ss, zz, ff, ck  Writes words ending in -y, and words with ee and igh  Writes regular plural suffixes: -s, -es  Writes regular verb inflections: -ed, -ing, -s  Writes common exception words (Year 1) | Writes Phase 6 graphemes in familiar words  Writes words with contracted forms  Writes suffixes -ment, -ness, -ful, less, ly,  Writes some silent sounds kn, gn, wr   * le, el, and al word endings   Consonant doubling  Homophones 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/night  Writes common exception words (Year 2) |
| **Vocabulary, Grammar and punctuation** | Joins words and clauses using *and*  Separates words with spaces  Demarks some simple sentences  Some use of ? and !  Uses capital letter for some proper nouns  Uses capital letter for personal pronoun I | Writes sentences in different forms: statements, questions, exclamations, commands  Uses expanded noun phrases  Correct use of past and present tense  Uses subordination – when, if because, that  Coordination – or, and, but  Commas separate items on a list  Apostrophes 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 consistently  Proof 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 events  Writes poetry  Writes for different purposes |
| **Lower KS2**  **Years 3&4** | **Year 3** | **Year 4** |
| **Handwriting** | Uses diagonal and horizontal strokes to join letters  Ascenders and descenders are parallel and equidistant  Writing is spaced and legible | Uses diagonal and horizontal strokes to join letters  Ascenders and descenders are parallel and equidistant  Writing is spaced, legible and consistent in style and orientation. |
| **Spelling** | Common prefixes - un-, re-, de-, dis-, mis-, in-, sub-, super-, ani-, auto  Words ending in -sure, -ture, -tion, -sion, -ssion, -cian  Consonant doubling  Homophones 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’s  Year 3 and 4 statutory word list | Common prefixes - un-, re-, de-, dis-, mis-, in-, sub-, super-, ani-, auto  Words ending in -sure, -ture, -tion, -sion, -ssion, -cian  Consonant doubling  Homophones 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’s  Year 3 and 4 statutory word list |
| **Vocabulary, Grammar and Punctuation** | Correctly uses of a and an  Conjunctions, adverbs and prepositions to express time, cause and place  Uses present perfect tense  Uses inverted commas for direct speech | Uses standard forms of verb inflections  Uses adjectival phrases to expand noun phrases  Use fronted adverbials, commas after fronted adverbials  Appropriate use of nouns and pronouns  Consistently uses correct punctuation for direct speech  Uses 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 |
| **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 speed  Chooses standard and style of handwriting appropriate to the task  Chooses appropriate writing implement for the task and uses it proficiently | Maintains legibility in joined handwriting when writing at speed  Chooses standard and style of handwriting appropriate to the task  Chooses appropriate writing implement for the task and uses it proficiently |
| **Spelling** | Words ending in -cious, -tious, -cial, -tial  Words ending in -ant, -ance, -ancy, -ent, -ence, -ency  Words ending in -able, -ably, -ible, -ibly  -ough word string  Words with ee sound spelled ei after c  Words with silent letters  Homophones 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/whose  Year 5 and 6 statutory word list | Words ending in -cious, -tious, -cial, -tial  Words ending in -ant, -ance, -ancy, -ent, -ence, -ency  Words ending in -able, -ably, -ible, -ibly  -ough word string  Words with ee sound spelled ei after c  Words with silent letters  Homophones 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/whose  Year 5 and 6 statutory word list |
| **Vocabulary, Grammar and Punctuation** | Uses relative clauses  Modal verbs  Cohesive devices within paragraphs  Ideas across paragraphs linked by adverbials  Parenthesis () - ,  Commas to clarify meaning | Uses formal and informal vocabulary and structures, including passive and subjunctive  Wider range of cohesive devices  Ellipsis  Colons and semicolons in lists  Bullet points  Hyphens 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 |
| **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. |