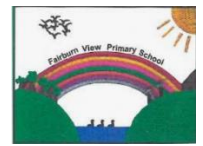


Writing Progression



	N	R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Writing	<ul style="list-style-type: none"> -Add marks to pictures giving meaning to them -Add marks to show their name - Apply some print knowledge to writing e.g. m for mummy -Write the first letter of their name - I am using a wider print knowledge for writing -Write some of their name e.g. first two letters -Apply print knowledge to their emergent writing -Write their own name 	<ul style="list-style-type: none"> -Write some initial sounds -Write their own name - Write simple labels -Start to write simple captions -Say a simple sentence for writing (oral and count words) -Write captions -Write short sentences -Start to use finger spaces between their words -Read sentences back -Write simple sentences -Read their own sentences -The teacher can read their sentences 	<p>Say out loud what they are going to write about.</p> <p>Composing sentences orally before writing.</p> <p>Leaving spaces between words.</p> <p>Joining words and clauses using and.</p> <p>Beginning to punctuate sentences using capital letters, full stops.</p> <p>Using a capital letter for people's names places, days of the week and the</p>	<p>To use apostrophes to mark singular possession in nouns and contractions. Use commas to separate items in a list</p> <p>Sentences with different forms: statements, commands, exclamations and questions.</p> <p>Expanded noun phrases to describe and specify.</p> <p>The present and past tense correctly and consistently including the</p>	<p>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</p> <p>-Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>-Using fronted adverbials.</p> <p>-Using direct speech.</p>	<ul style="list-style-type: none"> -Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. -Using the present perfect form of verbs in contrast to the past tense. -Using conjunctions, adverbs and prepositions to express time and cause -Using commas after fronted adverbials. - Indicating possession by using the possessive 	<p>Identifying the audience for and purpose of the writing.</p> <p>Noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p>Using passive verbs to affect the presentation of information in a sentence.</p> <p>Using the perfect form of verbs to mark relationships of time and cause.</p> <p>Using expanded noun phrases to</p>	<p>Selecting the appropriate form and using other similar writing as models for their own.</p> <p>Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.</p> <p>Using brackets, dashes or commas to indicate parenthesis.</p> <p>Using hyphens to avoid ambiguity.</p> <p>Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Proof-reading for spelling and punctuation errors.</p> <p>Selecting</p>

Writing Progression

			<p>personal pronoun I. Read aloud their writing clearly enough to be heard by the teacher and their peers. Sequencing sentences to form short narratives.</p>	<p>progressive form. Subordination and coordination. Re-read what they have written to check it makes sense. Beginning to punctuate sentences with question marks and exclamation marks</p>		<p>apostrophe with plural nouns. -Punctuating direct speech.</p>	<p>convey complicated information concisely. Using modal verbs or adverbs to indicate degrees of possibility, probability and certainty. Using relative clauses beginning with who, which, where, when, whose. Using commas to clarify meaning or avoid ambiguity in writing Using semi-colons, colons or dashes to mark boundaries between independent clauses. Using a colon to introduce a list Punctuating bullet points consistently. Using modal verbs or adverbs to indicate degrees of possibility. In narratives, describing settings, characters and atmosphere and integrating dialogue</p>	<p>appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Using expanded noun phrases to convey complicated information concisely.</p>
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Writing Progression

							to convey character and advance the action. Proof reading for spelling and punctuation errors.	
Phonics and Spelling Rules	<p>-Tune into sounds during listening games</p> <p>-Show awareness of alliteration e.g. the ssssliperry ssssnake</p> <p>- Tune into the sounds in words- showing understanding e.g. Phase 1 Toy Talk for blending and segmenting</p> <p>- Segment words in the order in which they occur (with support)</p> <p>-Change the initial sound to make new words e.g. at- hat, cat, mat, sat</p> <p>- Orally segment single sound CVC words e.g. c-a-t</p> <p>-Say the initial sounds in most words</p>	<p>-Orally segment single sound CVC words e.g. c-a-t</p> <p>-Say the initial sounds in most words</p> <p>- Identify known letters to match initial sounds (initial code)</p> <p>-Match initial letters and sounds</p> <p>-Write CVC words and labels e.g. c-a-t</p> <p>-Match initial code and letters and sounds and some digraphs</p> <p>I can write CVC words and labels (initial code)</p> <p>-Spell some tricky words</p> <p>-Write CVC words with sounds and letters I know</p> <p>-Write tricky words</p>	<p>To know all letters of the alphabet and the sounds which they most commonly represent. To recognise consonant and vowel digraphs which have been taught and the sounds which they represent. To recognise words with adjacent consonants.</p> <p>To accurately spell most words containing the 40+ previously</p>	<p>To segment spoken words into phonemes and to represent these with graphemes, spelling many of these words correctly and making phonically plausible attempts at others. To recognise new ways of spelling phonemes for which one or more spellings are already known and to learn some words</p>	<p>To spell words with 'ei', 'eigh', or 'ey' as in vein, weigh, eight, neighbour, they, obey. To spell words with 'y' in a position other than at the end of words as in mystery, gym. To spell words with 'ch' as in scheme, chorus, chemist, echo, character.</p> <p>To spell words ending in 'gue' and 'que' as in league, tongue, antique, unique.</p> <p>To spell words with 'ch' as in chef, chalet, machine, brochure. To spell words with 'ou' as in young, touch, double, trouble,</p>	<p>To spell words with 'sion' as in division, invasion, confusion, decision, collision, television. To spell words with 'ssion' as in expression, discussion, confession, permission, admission. To spell words with 'tion' as in invention, injection, action, hesitation, completion. To spell words with 'cian' as in musician, electrician, magician, politician, mathematician.</p>	<p>To spell words with -cious as in vicious, precious, conscious, delicious, malicious, suspicious. To spell words with -tious or -ious as in ambitious, cautious, fictitious, infectious, nutritious. To spell words with 'silent' letters as in doubt, island, lamb, solemn, thistle, knight. To spell words containing the letter string 'ough' as in ought, bought, thought, nought, brought, fought, rough, tough, enough, cough, though, although, dough, through, thorough, borough, p</p>	<p>To spell words ending in -able and -ably as in adorable/ adorably, applicable/ applicably, considerable/ considerably, tolerable/tolerably. To spell words ending in -ible and -ibly as in possible/possibly, horrible/horribly, terrible/ terribly, visible/visibly, incredible/ incredibly, sensible/sensibly. To spell words with a long /e/ sound spelt 'ie' or 'ei' after 'c' as in deceive, conceive, receive, perceive, ceiling and exceptions as in protein, caffeine, seize. To spell words with endings using 'cial' as in official,</p>

Writing Progression

		-Make phonetically plausible attempts at spelling words.	taught phonemes and GPCs. To spell some words in a phonically plausible way. To apply Y1 spelling rules and guidance (refer to NC spelling appendix for detailed list.	with each spelling, including some common homophones as in bare/bear, blue/blew, night/knight. To apply further Y2 spelling rules and guidance (refer to NC spelling appendix for detailed list.)	country. To spell words with 'sure' as in measure, treasure, pleasure, enclosure and 'ture' as in creature, furniture, picture, nature, adventure.	To spell words with 'sc' as in science, scene, discipline, fascinate, crescent.		special, artificial and using 'tial' as in partial, confidential
Common Exception Words	To write some common irregular words.		To spell all Y1 common exception words correctly (refer to NC spelling appendix for detailed list.) To spell days of the	To spell most Y1 and Y2 common exception words correctly.	To spell many of the Y3 and Y4 statutory spelling words correctly.	To spell all of the Y3 and Y4 statutory spelling words correctly.	To spell many of the Y5 and Y6 statutory spelling words correctly.	To spell all of the Y5 and Y6 statutory spelling words correctly.

Writing Progression

		week correctly					
Prefixes and Suffixes		<p>To use -s and -es to form regular plurals correctly. To use the prefix 'un-' accurately. To successfully add the suffixes -ing, -ed, -er and -est to root words where no change is needed in the spelling of the root words as in helped, quickest.</p>	<p>To add suffixes to spell most words correctly in their writing as in -ment, -ness, -ful, -less, -ly</p>	<p>To spell words with the prefixes dis-, mis-, bi-, re and de- as in disobey, mistreat, bicycle, reapply, defuse. To spell words with the suffix -ly with no change to the root word; root words that end in 'le', 'al' or 'ic' and the exceptions to the rules. To spell words with added suffixes beginning with a vowel (-er/-ed/-ing) to words with more than one syllable</p>	<p>To correctly spell words with the prefixes in-, il-, im-, ir-, sub-, super-, anti-, auto-, inter-, ex- and non- as in incorrect, illegal, impossible, irrelevant, substandard, superhero, autograph, antisocial, intercity, exchange, nonsense. To form nouns with the suffix -ation as in information, adoration, sensation, preparation, admiration. To spell words</p>	<p>To convert nouns or adjectives into verbs using the suffix -ate as in activate, motivate communicate. To convert nouns or adjectives into verbs using the suffix -ise as in criticise, advertise, capitalise. To convert nouns or adjectives into verbs using the suffix -ify as in signify, falsify, glorify. To convert nouns or adjectives into verbs using the suffix -en as in blacken, brighten, flatten.</p>	<p>To use knowledge of adjectives ending in -ant to spell nouns ending in -ance/-ancy as in observant, observance, expectant, hesitant, hesitancy, tolerant, tolerance, substance. To use knowledge of adjectives ending in -ent to spell nouns ending in -ence/-ency as in innocent, innocence, decent, decency, frequent, frequency, confident, confidence, obedient,</p>

Writing Progression

				(unstressed last syllable) as in limiting, offering and words with more than one syllable (stressed last syllable as in forgotten, beginning.	with the suffix -ous as in joyous, fabulous, mysterious, rigorous, famous, advantageous.		obedience, independent. To spell words by adding suffixes beginning with vowel letters to words ending in -fer as in referring, referred, referral.
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Writing Progression

Further Spelling Conventions		<p>To spell simple compound words as in dustbin, football. To read words that they have spelt. To take part in the process of segmenting spoken words into phonemes before choosing graphemes to represent those phonemes.</p>	<p>To spell more words with contracted forms, as in can't, didn't, hasn't, couldn't, it's, I'll. To learn the possessive singular apostrophe as in the girl's book. To write, from memory, simple sentences dictated that include words using the GPCs, common exception words and punctuation taught so far. To segment spoken words into phonemes</p>	<p>To spell some more complex homophones and near homophones, including here/hear, brake/break and mail/ male. To use the first two or three letters of a word to check its spelling in a dictionary.</p>	<p>To spell words that use the possessive apostrophe with plural words, including irregular plurals as in girls', boys', babies', children's, men's, mice's. To use spelling knowledge to use a dictionary more efficiently.</p>	<p>To spell complex homophones and near-homophones, including who's/whose and stationary/stationery. To use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</p>	<p>To spell homophones and near homophones that include nouns that end in -ce/-cy and verbs that end in -se/-sy as in practice/practise, licence/license, advice/advise). To spell words that contain hyphens as in coordinate, re-enter, co-operate, To use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically. To use dictionaries and thesauruses to check the spelling and meaning of words and confidently find synonyms and antonyms.</p>
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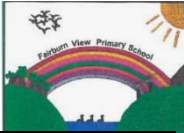
Writing Progression

				and to then represent all of the phonemes using graphemes in the right order for both single syllable and multisyllabic words. To self-correct misspellings of words that pupils have been taught to spell.				
Letter Formation, Placement and Positioning	<ul style="list-style-type: none"> -Start to make marks with a variety of materials e.g. sticks in mud, flour, paint, etc. - Demonstrate good gross motor skills in making large marks e.g. playground chalk, water painting etc. - Demonstrate good fine motor control when using tools e.g. scissors, threading, etc. -Make distinct marks that look like letters. -Write some letters with 	<ul style="list-style-type: none"> -Write some letters from their name -Write some lower case letters correctly -Write some upper case letters that they know (e.g. name, Mum, Dad, sibling name, etc) 	To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency	To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. To form lower case	To use a neat, joined handwriting style with increasing accuracy and speed.	To increase the legibility, consistency and quality of their handwriting by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are	To increase the speed of their handwriting so that problems with forming letters do not get in the way of writing down what they want to say. To be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten	To write legibly, fluently and with increasing speed by: <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.

Writing Progression

	<p>good formation e.g. the letters from my name</p>	<ul style="list-style-type: none"> - Write most lower case letters correctly -Write some upper case letters which are recognisable -Use a tripod grip -Write most upper and lower case letters which are recognisable -Hold their pencil in a good tripod grip 	<p>. To sit correctly at a table, holding a pencil comfortably and correctly. To form digits 0-9. To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practice these.</p>	<p>letters of the correct size, relative to one another. To use spacing between words that reflects the size of the letters.</p>		<p>spaced sufficiently so that the ascenders and descenders of letters do not touch.</p>	<p>version.</p>	

Writing Progression



<p>T4W</p>	<p>Non negotiables: Learn a text with pictures and symbols. A cycle of T4W will include imitate, innovate and independent and will conclude with a independent 'Hot task'- an assessed piece of writing</p>	<p>Non negotiables: Learn a text with pictures and symbols. A cycle of T4W will include imitate, innovate and independent and will conclude with a independent 'Hot task'- an assessed piece of writing</p>	<p>Non negotiables: Learn a text with pictures and symbols. A cycle of T4W will include imitate, innovate and independent and will conclude with a independent 'Hot task'- an assessed piece of writing</p>	<p>Non negotiables: Learn a text with pictures and symbols. A cycle of T4W will include imitate, innovate and independent and will conclude with a independent 'Hot task'- an assessed piece of writing</p>	<p>Non negotiables: Learn a text with pictures and symbols. A cycle of T4W will include imitate, innovate and independent and will conclude with a independent 'Hot task'- an assessed piece of writing</p>	<p>Non negotiables: Learn a text with pictures and symbols. A cycle of T4W will include imitate, innovate and independent and will conclude with a independent 'Hot task'- an assessed piece of writing</p>	<p>Non negotiables: Learn a text with pictures and symbols. A cycle of T4W will include imitate, innovate and independent and will conclude with a independent 'Hot task'- an assessed piece of writing</p>
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Writing Progression