

St George's Central CE Primary School and Nursery

Progression in Writing

Writing outcomes				
Nursery	Reception	Year 1/Year 2	Year 3/Year 4	Year 5/Year 6
<p><u>2 – 3 year olds</u></p> <ul style="list-style-type: none"> Enjoys drawing freely. Adds some marks to their drawings which they give meaning to. Makes marks on their picture to stand for their name. <p><u>3 – 4 year olds</u></p> <ul style="list-style-type: none"> Uses large and small motor skills to do things independently, for example, manage buttons. Makes marks knowing the difference between drawing and writing. Uses some letter like shapes in their mark making/ writing. Uses some of their print and letter knowledge in their early writing. Writes pretend shopping lists and letters etc. Writes initial sounds for words. Writes some letters accurately. 	<ul style="list-style-type: none"> Say and write short sentences with words with known sound-letter correspondences. Re-read what they have written to check it makes sense. Develop manipulation and good control of writing tools. 	<p><u>Year 1</u></p> <ul style="list-style-type: none"> Pupils' writing will develop at a slower pace than their reading. Encode the sounds they hear in words (spelling). Develop the physical skill needed for handwriting. Learn how to organise their ideas in writing. Correct misspelling of words taught. <p><u>Year 2</u></p> <ul style="list-style-type: none"> Compose individual sentences orally and then write them down. Spell correctly many of the words covered in Y1. Make phonetically plausible attempts at unknown words. Form individual letters correctly, establishing good handwriting habits. Growing knowledge that there is not always an obvious connection between the way a word is said and the way it is spelt. 	<ul style="list-style-type: none"> Write down ideas with a reasonable degree of accuracy and with good sentence punctuation. Evidence of vocabulary improving, sentence structure further developing and linguistic terminology being used. Enhance the effectiveness of what they write. Understand how writing can be different from speech. Write for a range of real purposes and audiences across the curriculum. Become confident in using language in a greater variety of situation including drama, formal presentations and debates, rehearsing poems and plays. 	<ul style="list-style-type: none"> Grammar and punctuation should be broadly accurate. Spelling of words taught so far should be broadly accurate. Writing should be fluent and effortless across all subjects, not just English. Identify audience and purpose and select appropriate vocabulary and grammar. Control sentence structure and understand why. Understand nuances in vocabulary choices (consolidation, practice and discussion of language). Enhance the effectiveness of what they write. Be confident and demonstrate enjoyment and mastery of language through public speaking, performance and debate.

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		<ul style="list-style-type: none"> Pupils' motor skills develop to enable them to write down ideas as they orally compose. Pupils are likely to be able to read and understand more complex writing than they are capable of producing themselves. Develop positive attitudes towards writing and increase stamina. 		
Writing Process				
Nursery	Reception	Year 1/Year 2	Year 3/Year 4	Year 5/Year 6
<p><u>2 – 3 year olds</u></p> <ul style="list-style-type: none"> Talk about what they can see in pictures and stories. <p><u>3 – 4 year olds</u></p> <ul style="list-style-type: none"> Talk about stories and what is happening. Talk about what they want to say when writing. Understand that writing goes from left to right and in a line. Can use longer sentences of 4-6 words to explain ideas. 	<ul style="list-style-type: none"> Share ideas with peers about their ideas for writing. Orally say and then count how many words are in their sentence. Children know where to start their writing and to write left to right in a line. 	<p><u>Year 1</u></p> <p><u>Plan</u></p> <ul style="list-style-type: none"> Say out loud what going to write about. Orally rehearse before writing. <p><u>Draft and Write</u></p> <ul style="list-style-type: none"> Compose a sentence orally before writing it. Sequence sentences to form short narratives. <p><u>Evaluate and Edit</u></p> <ul style="list-style-type: none"> Discuss what they've written with the teacher or other pupils. Begin to read their writing out loud. <p><u>Proofread</u></p> <ul style="list-style-type: none"> Re-read what they have written to check that it makes sense. 	<p><u>Plan</u></p> <ul style="list-style-type: none"> Use models of stories, poems and non-fiction (extracts and whole books) and learn from their structure, vocabulary and grammar. Discuss and record ideas, beginning to consider audience and purpose. <p><u>Draft and Write</u></p> <ul style="list-style-type: none"> Compose and rehearse sentences orally progressively building a rich vocabulary and an increasing range of sentence structures. Organise paragraphs around a theme. Narrative -create settings/ characters / plot. Non-narrative – use simple organisational devices, e.g. headings and sub-headings. 	<p><u>Plan</u></p> <ul style="list-style-type: none"> Identify audience and purpose, selecting the appropriate form. Record notes and initial ideas. In narrative – think about developing characters and settings (based on what they've read, listened to or seen performed). <p><u>Draft and Write</u></p> <ul style="list-style-type: none"> Select appropriate grammar and vocabulary – understand that choices can change and enhance meaning. Describe settings / characters / atmosphere and integrate dialogue précisising longer passages. Use a wide range of resources to build cohesion within and across paragraphs.

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Jesus said, 'I am the light of the world. Whoever follows Me will not walk in darkness, but will have the light of life.' John 8:12

		<p style="text-align: center;"><u>Year 2</u></p> <p><u>Plan</u></p> <ul style="list-style-type: none"> • Read & listen to whole books to help them understand how different types of writing are structured and to increase vocabulary and grammar knowledge. • Planning / saying what going to write about. • Write down ideas, including new vocabulary. • Summarising sentence by sentence. <p><u>Draft and write</u></p> <ul style="list-style-type: none"> • Compose sentences orally and write them down. • Write narratives (personal experiences and those of others – real & fictional). • Write about real events. • Write poetry. • Write for different purposes. • Develop stamina for writing. <p><u>Evaluate and edit</u></p> <ul style="list-style-type: none"> • Evaluate their writing with the teacher or other pupils. • Re-read to check that their writing makes sense and verbs are used correctly. • Read their writing out loud. <p><u>Proofread</u></p> <ul style="list-style-type: none"> • Check for spelling, punctuation and grammatical errors. Do this 	<ul style="list-style-type: none"> • Write first draft pieces confidently – focusing primarily on composition. <p><u>Evaluate and Edit</u></p> <ul style="list-style-type: none"> • Suggest improvements to their own work and begin to do this for the writing of others. • Change grammar and vocabulary to improve consistency. • Use of pronouns. • Amend first draft pieces. • Read aloud their own writing, using appropriate intonation and volume. <p><u>Proofread</u></p> <ul style="list-style-type: none"> • Check for spelling, punctuation and grammatical errors. Initially do this at distance from the writing process with a fresh pair of eyes; moving to proofreading during the writing process when the skill is embedded. 	<ul style="list-style-type: none"> • Use organisational and presentational devices to structure texts, e.g. headings, bullet points, underlining. • Write first draft pieces confidently – focusing primarily on composition <p><u>Evaluate and Edit</u></p> <ul style="list-style-type: none"> • Assess the effectiveness of their own and others' writing. • Change vocabulary, grammar and punctuation to enhance effects and clarify meaning. • Ensure consistent and correct use of tense throughout. • Correct subject and verb agreement. • Amend first draft pieces. • Perform their own compositions, using appropriate intonation and volume. <p><u>Proofread</u></p> <ul style="list-style-type: none"> • Check for spelling, punctuation and grammatical errors. Initially do this at distance from the writing process with a fresh pair of eyes; moving to proofreading during the writing process when the skill is embedded.
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Spelling

Nursery	Reception	Year 1/Year 2	Year 3/Year 4	Year 5/Year 6
<p><u>2 – 3 year olds</u></p> <ul style="list-style-type: none"> • May visually recognise their own name or the initial letter of their own name. <p><u>3 – 4 year olds</u></p> <ul style="list-style-type: none"> • Recognises their own name and other familiar words like Mum. • Uses initial sounds to represent words. • Uses some phonetically accurate sounds in their writing. 	<ul style="list-style-type: none"> • Can orally blend and segment simple words. • Can spell CVC words and simple words learnt in phonics. • Can spell a range of decodable and non decodable high frequency words. • Spell words by identifying the sounds and then writing the sounds with the letters. 	<p><u>Year 1</u></p> <ul style="list-style-type: none"> • Reading should be taught alongside spelling. • Spell words containing each of the 40+ phonemes taught. • Spell common exception words. • Spell days of the week. • Name the letters of the alphabet. • Add suffixes -s, -es (as the plural). • Using prefix un- • Using -ing, -ed, -er, & -est (when not changing root word). • Write simple sentences dictated by the teacher (applying GPCs & common exception words taught). <p><u>Year 2</u></p> <ul style="list-style-type: none"> • Segment words into phonemes and generally choose the correct grapheme to represent these. • Spellings should be phonetically plausible. • Learn new ways of spelling phonemes for which one or more spellings are already known. • Spell common exception words. 	<ul style="list-style-type: none"> • Spell common words correctly. • Use further prefixes and suffixes (dis-, mis-, -ation, -ly) and understand how to use them. • Spell further homophones. • Spell words that are often misspelt. • Use the possessive apostrophe accurately (regular and irregular plurals). • Spell the words in the Y3/4 wordlist. • Use the first two or three letters of a word to check its spelling in a dictionary. • Write simple sentences dictated by the teacher (applying words & punctuation taught so far). 	<ul style="list-style-type: none"> • Use further prefixes and suffixes (-fer, -able, ible, -cial) and understand how to use them. • Spell words with ‘silent’ letters (e.g. psalm, solemn). • Continue to distinguish between homophones. • Use knowledge of morphology and etymology to understand that the spelling of some words needs to be learnt specifically. • Spell the words in the Y5/6 wordlist. • Use dictionaries to check the spelling and meaning of words. • Use the first three or four letters of a word to check it’s spelling and/or meaning in a dictionary. • Use a thesaurus.

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		<ul style="list-style-type: none"> • Spell more words with contracted forms. • Learn the possessive apostrophe. • Distinguish between homophones and near-homophones. • Add suffixes to spell longer words, -ment, -ness, -ful, -less, -ly. • Write simple sentences dictated by the teacher (applying GPCs, common exception words & punctuation taught). 		
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Grammar and Punctuation

Nursery	Reception	Year 1/Year 2	Year 3/Year 4	Year 5/Year 6
<p><u>2 – 3 year olds</u></p> <ul style="list-style-type: none"> • Recognises that their name starts with a letter that is bigger than the others. <p><u>3 – 4 year olds</u></p> <ul style="list-style-type: none"> • Knows that their name starts with a capital letter. • Uses a capital letter when writing their name. 	<ul style="list-style-type: none"> • Leaves finger spaces between words. • Uses capital letters in simple sentences. • Uses full stops at the end of simple sentences. 	<p align="center"><u>Year 1</u></p> <ul style="list-style-type: none"> • Leave spaces between words. • Join words and clauses using 'and' learn the grammar for Year 1. • Use grammatical terminology. • Beginning to punctuate sentences. • Using a capital letter and a full stop, question mark or exclamation mark. • Use capital letter for names of people, places, days of the week & personal pronoun 'I'. <p align="center"><u>Year 2</u></p> <ul style="list-style-type: none"> • Learn how to use sentences with different forms (statement, question, exclamation, command). 	<ul style="list-style-type: none"> • Teach grammar explicitly (including terminology) and let pupils apply in own writing. • Use clauses – if, when, because, although. • Use present perfect form of verbs and past tense. • Use nouns and pronouns used for clarity and cohesion. • Use conjunctions, adverbs and prepositions (time & cause). • Use fronted adverbials. • Indicate possession using possessive apostrophe. • Use and punctuate direct speech. • Learn the grammar for Years 3 & 4 and use the grammatical terminology. 	<ul style="list-style-type: none"> • Use and understand grammatical terminology accurately and appropriately. • Recognise vocabulary and structures that are appropriate for formal writing. • Use passive verbs. • Use the perfect form of verbs (time & cause). • Use expanded noun phrases to convey complicated information concisely. • Use modal verbs or adverbs (degrees of possibility). • Use relative clauses beginning with who, which, where, when, whose. • Learn the grammar for Years 5 & 6.

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		<ul style="list-style-type: none"> Expand noun phrases to describe and specify (the blue butterfly). Use present and past tenses correctly & consistently. Use subordination (using when, if, that or because) and co-ordination (using or, and and but). Learn the grammar for Year 2 and use the grammatical terminology. Learn how to use some features of written Standard English. Use both familiar and new punctuation correctly, including: full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes (for possession and contraction). 	<ul style="list-style-type: none"> Learn some of the differences between Standard English and non-Standard English. Use inverted commas to indicate direct speech. Use commas after fronted adverbials. Use other punctuation in direct speech. Use apostrophes to mark plural possession. 	<ul style="list-style-type: none"> Discuss the effective use of grammar in pupils' own writing. Use commas to clarify meaning. Use hyphens to avoid confusion. Use brackets, dashes or commas (indicate parenthesis). Use semi-colons, colons or dashes to mark boundaries between independent clauses Use a colon (to introduce a list). Punctuate bullet points consistently.
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Handwriting

Nursery	Reception	Year 1/Year 2	Year 3/Year 4	Year 5/Year 6
<p><u>2 – 3 year olds</u></p> <ul style="list-style-type: none"> Uses sticks, brushes and fingers to make marks indoors and outdoors. Use large muscle movements to wave flags and streamers, paint and make marks. <p><u>3 – 4 year olds</u></p> <ul style="list-style-type: none"> Use large and small motor skills to do things independently, for example, manage buttons and zips. 	<ul style="list-style-type: none"> Develop fine motor skills to use a range of tools competently, safely, and confidently. Use their core muscle strength to achieve a good posture when sitting at a table. Develop the foundations of a handwriting style which is fast, accurate and efficient. Left handed pupils will be supported with their specific needs. 	<p><u>Year 1</u></p> <ul style="list-style-type: none"> Sit correctly and hold a pencil correctly. Form lower-case, capitals letters and 0-9 digits correctly. Left handed pupils should receive specific teaching to meet their needs. <p><u>Year 2</u></p> <ul style="list-style-type: none"> Form lower-case letters of the correct size relative to one another. 	<ul style="list-style-type: none"> Joined handwriting should be the norm. Use the diagonal and horizontal strokes that are needed to join letters and understand which letters (when adjacent) are best left unjoined. Handwriting should continue to be taught – increase the legibility, consistency, quality and pace should increase. 	<ul style="list-style-type: none"> Write legibly, fluently and with increasing speed. Be clear about what standard of handwriting is appropriate for a particular task. For example, quick notes, formal presentation, printed for form filling etc. Choose the writing implement best suited to a task. Handwriting should continue to be practised to increase the speed.

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<ul style="list-style-type: none"> • Develop manipulation and control of writing, drawing, painting tools and scissors. • Hold drawing and writing tools in a tripod grip to support handwriting progression. • Show a preference for a dominant hand. 		<ul style="list-style-type: none"> • Start using some of the diagonal & horizontal strokes needed to join letters and understand which letters (when adjacent) are best left unjoined. • Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. • Revise and practice correct letter formation frequently. • Should be taught to join as soon as they can form letters securely with correct orientation. 		
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Speaking and listening linked to writing (including performance)

Nursery	Reception	Year 1/Year 2	Year 3/Year 4	Year 5/Year 6
<p><u>2 – 3 year olds</u></p> <ul style="list-style-type: none"> • Join in and vocalise during Toddler Talk and rhymes and songs. <p><u>3 – 4 year olds</u></p> <ul style="list-style-type: none"> • Join in with repeated refrains in stories and rhymes. • Speak in front of the class and groups about WOW sheets and news. 	<ul style="list-style-type: none"> • Read writing out to peers during phonics sessions. • Understands whether what they are reading makes sense. 	<p align="center"><u>Year 1</u></p> <ul style="list-style-type: none"> • Read their writing aloud clearly enough to be heard by their peers and the teacher. <p align="center"><u>Year 2</u></p> <ul style="list-style-type: none"> • Read aloud what they have written with appropriate intonation to make the meaning clear. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

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