



Willow Farm Primary School – Writing Progression Document

	FS	Year 1	Year 2	Year 3 & 4	Year 5 & 6
Spelling	<ul style="list-style-type: none"> - Children use their phonic knowledge to write words in ways which match their spoken sounds. - Write some irregular common words. - Some words are spelt correctly and others are phonetically plausible. 	<ul style="list-style-type: none"> -Using the spelling rule for adding –s or –es as the plural marker for nouns -Using the prefix un- Using –ing, -ed, -er, and –est where no change is needed in the spelling of root words -The days of the week -Name the letters of the alphabet in order 	<ul style="list-style-type: none"> -Learning the possessive apostrophe -Learning to spell words with contracted forms -Add suffixes to spell longer words, including –ment, -ness, -ful, -less, -ly -Learning to spell common exception words -Distinguishing between homophones and near homophones 	<ul style="list-style-type: none"> -Use further prefixes and suffixes and understand how to add them. -Place the possessive apostrophe accurately -Use the first two or three letters of a word to check its meaning in a dictionary -Spell further homophones -Spell words which are often misspelt 	<ul style="list-style-type: none"> -Use further prefixes and suffixes and understand the guidance for adding them -Use dictionaries to check the spelling and meaning of words - Use the first three or four letters of a word to check its meaning in a dictionary -Spell some words with ‘silent’ letters -Continue to distinguish between homophones and other words which are often confused
Transcription	<ul style="list-style-type: none"> - Write simple sentences which can be read by themselves and others. 	<ul style="list-style-type: none"> -Write from memory simple sentences dictated by the teacher 	<ul style="list-style-type: none"> -Write from memory simple sentences dictated by the teacher including common exception words and punctuation taught so far 	<ul style="list-style-type: none"> -Write from memory, simple sentences, as dictated by the teacher that includes words and punctuation taught so far 	
Handwriting	<ul style="list-style-type: none"> - Mark making - Holding a pencil comfortably 	<ul style="list-style-type: none"> -Sit correctly at a table, holding a pencil comfortably and correctly -Begin to form lower case letters in the correct direction, starting and finishing in the right place, in a cursive style, following the school’s handwriting policy -Form capital letters 	<ul style="list-style-type: none"> -Form lower case letters of the correct size relative to one another -Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters are better - All children are expected to write in a cursive style (joined) by the end of the year 	<ul style="list-style-type: none"> -Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. - All children are expected to join, in a cursive style. 	<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 - All handwriting should be neat, cursive and joined.



		-Form digits 0-9			
Contexts for writing	- Real life experiences - Visitors into school (Firefighters) - Links to topics - School trips (Windmill)	- Real life experiences - Visitors into school - Links to topics - School trips	-Writing narratives about personal experiences and those of others (real and fictional) -Writing about real events -Writing poetry -Writing for different purposes - Links to topics - School trips	-Discussing writing similar to which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. - Links to topics - School trips	-identifying the audience for and purpose of the writing -In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed. - Links to topics - School trips
Planning Writing	-Saying out loud what they are going to write about -Composing a sentence orally before writing it - Working in small groups	-Saying out loud what they are going to write about -Composing a sentence orally before writing it	-Saying out loud what they are going to write about	-Discussing and recording ideas -Composing and rehearsing sentences	-noting and developing initial ideas, drawing on reading and research where necessary
Drafting Writing		-Sequencing sentences to form short narratives -Re-reading what they have written to check that it makes sense	-Writing down ideas and/or key words, including new vocabulary -Encapsulating what they want to say, sentence by sentence	-Organising paragraphs around a theme -In narratives, creating settings, characters and plot -In non-narrative material, using simple organisational devices (headings and subheadings)	-Selecting appropriate grammar and vocabulary, understanding how such choices can change and enable meaning -In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. -Using a wide range of devices to build cohesion within and across paragraphs



Editing Writing		<ul style="list-style-type: none"> -Discuss what they have written with the teacher or other pupils - Self assessment 	<ul style="list-style-type: none"> -Evaluating their writing with the teacher and other pupils -Rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently. -Proofreading to check for errors in spelling, grammar and punctuation. - Peer assessment - Self assessment 	<ul style="list-style-type: none"> -Assessing the effectiveness of their own and other's writing and suggesting improvements -Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences -Proofread for spelling and punctuation errors - Peer assessment - Self assessment 	<ul style="list-style-type: none"> -Assessing the effectiveness of their own and others' writing -Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. -Ensuring the correct tense is used throughout a piece of writing Ensuring correct subject and verb agreement when using singular and plural -Proofread for spelling and punctuation errors - Peer assessment - Self assessment
Performing Writing	<ul style="list-style-type: none"> -Read their writing aloud 	<ul style="list-style-type: none"> -Read their writing aloud clearly enough to be heard by their peers and teacher 	<ul style="list-style-type: none"> -Read 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 meaning is clear - Presenting work to peers 	<ul style="list-style-type: none"> -Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear - Use iPads to present work in other ways –
Vocabulary	<ul style="list-style-type: none"> communication and language 	<ul style="list-style-type: none"> -Leaving spaces between words -Joining words and joining clauses using "and" 	<ul style="list-style-type: none"> -Expanded noun phrases to describe and specify 	<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 -Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition -Using conjunctions, adverbs and prepositions to express time and cause (and place) 	<ul style="list-style-type: none"> -Use a thesaurus -Using expanded noun phrases to convey complicated information concisely -Using modal verbs or adverbs to indicate degrees of possibility



Grammar	exceeding statement for writing	<ul style="list-style-type: none"> -Regular plural noun suffixes (-s, -es) -Verb suffixes where root word is unchanged (-ing, -ed, -er) -Un- prefix to change meaning of adjectives/adverbs -To combine words to make sentences, including using and -Sequencing sentences to form short narratives -Separation of words with spaces -Sentence demarcation (. ! ?) -Capital letters for names and pronoun ('I') 	<ul style="list-style-type: none"> -Sentences with different forms: statement, question, exclamation, command -The present and past tenses correctly and consistently including the progressive form -Subordination (using when, if, that, or because) and co-ordination (using or, and, or but) -Some features of written Standard English -Suffixes to form new words (-ful, -er, -ness) -Sentence demarcation -Commas in lists -Apostrophes for omission & singular possession 	<ul style="list-style-type: none"> -Using the present perfect form of verbs in contrast to the past tense -Form nouns using prefixes (super-, anti-) -Use the correct form of 'a' or 'an' -Word families based on common words (solve, solution, dissolve, insoluble) 	<ul style="list-style-type: none"> -using the perfect form of verbs to mark relationships of time and cause -Using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun -Converting nouns or adjectives into verbs -Verb prefixes -Devices to build cohesion, including adverbials of time, place and number
Punctuation		<ul style="list-style-type: none"> -Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark -Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' 	<ul style="list-style-type: none"> -Learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) 	<ul style="list-style-type: none"> -Using and punctuating direct speech (i.e. Inverted commas) 	<ul style="list-style-type: none"> -Using commas to clarify meaning or avoid ambiguity in writing -Using brackets, dashes or commas to indicate parenthesis
Grammatical Vocabulary	Little Wandle letters and sounds phase 2 and 3 and 4	letter, capital letter, word, singular, plural, sentence punctuation, full stop,	noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb	adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity



		question mark, exclamation mark	tense (past, present) , apostrophe, comma	letter vowel, vowel letter, inverted commas (or 'speech marks')	
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