**Bromesberrow St. Mary’s Writing Progression**

**Early Years Foundation Stage**

**Early Writing (preschool- reception)**

**Our Approach**

Children need to have developed their large and small scale movements (gross and fine motor skills) in order to put pen to paper. Throughout preschool and reception children are exposed to an environment and provision that facilitates this, with plenty of opportunities to develop this strength and readiness for writing e.g. squiggle and wiggle, play dough and finger gyms. They then have access to activities which support early ‘mark making’, where they are able to explore making marks in different ways as a precursor to writing the letters of alphabet. These activities will involve mark making in different mediums e.g. sand and gloop; and with different instruments e.g. fingers, brushes, stones and chalk. These marks then evolve into emergent writing, where children will ascribe meaning to their marks. Our provision is planned to enthuse children about writing, we want children to be excited to learn to write with purpose e.g. menus in the role play café, lists in the role play shop and builders yard invoices. Writing is frequently modelled and shared by teachers throughout the day so that children learn how to write words, learning the correct letter formation and handwriting skills. ‘Talk for Writing’ is used as an approach to encourage story-telling, supporting the children to draw their ideas first in pictures and to then progress to writing. This strategy helps children to get their ideas down and visualise how their writing will take shape (thinking about purpose and audience), without being inhibited by the mechanics of writing. They can then use this structure and refer back to it, when writing up.

To support their writing to develop into Standard English we teach daily phonics sessions using the ‘Letters and Sounds’ approach and resources. In Preschool they are taught Phase 1 activities, which focus on hearing sounds in words and rhyming. In Reception we teach Phase 2 to Phase 5. Here the children are taught the letters (how they look and how they are formed on the page) and sounds of the alphabet. Children are given the opportunity to write the letters and put these into meaningful words, as they become more confident. Children are taught to form the letters correctly from Phase 2 of phonics. By the end of the autumn term of reception we aim for children to begin to have a go at writing down the initial sounds of each word e.g. ‘c’ for ‘cat’. By the end of the spring term, we are looking at children being able to write simple words and by the end of the summer term to be writing in simple sentences.

What we are looking for (Based on Development Matters)

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| Preschool (30-50 months) | * Sometimes gives meaning to marks as they draw and paint. * Ascribes meanings to marks that they see in different places. * Gives meaning to marks they make as they draw, write and paint. * Continues a rhyming string. * Begins to break the flow of speech into words. * Is able to hold a pencil correctly * Is able to follow dots to draw a line or form a shape |
| Reception (40-60+) | * Gives meaning to marks they make as they draw, write and paint. * Begins to break the flow of speech into words. * Continues a rhyming string. * Hears and says the initial sound in words. * Can segment the sounds in simple words and blend them together. * Links sounds to letters, naming and sounding the letters of the alphabet. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. * Writes own name and other things such as labels, captions. * Attempts to write short sentences in meaningful contexts.   **Early Learning Goal**   * Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible |
| **Exceeding in the Early Years (reception)** | * Children can spell phonetically regular words of more than one syllable, as well as many irregular, but high frequency words. * They use key features of narrative in their own writing |

**Ks1 Writing**

**Year One**

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| **Writing ‘Working at’ expectations**  **Spelling**   * Children use knowledge of phonemes/graphemes taught to attempt to spell new words * Children can spell the common exception words * Children are able to spell the days of the week, knowing that these have a capital letter at the beginning * Children are able to name all the letters of the alphabet in order * Children can use letter names to distinguish alternative spellings of the same sound e.g. ‘a’ for ‘ai, a\_e, ay’ * Children can use prefixes and suffixes accurately e.g. –un –ed –er and --ing * Children are able use -s and -es accurately e.g. horse- horses and dig-digs * Children know the spellings and spelling rules as outlined in our spelling and grammar progression   **Handwriting**   * Children know how to hold a pencil correctly and can sit comfortably at a table * Children are able to form lower case letters correctly, with the right orientation, starting and finishing in the correct place. * Children can form capital letters correctly * Children can write the numerals 0-9   **Vocabulary, grammar and punctuation**   * Children leave spaces between words when they are writing * Children are able to join words and clauses using ‘and’ * Children are beginning to punctuate sentences using a capital letter, full stop, question mark or exclamation mark * Children use a capital letter for names of people, places, days of the week and the pronoun ‘I’ * Children know and use the grammar outlined in our spelling and grammar progress   **Writing Composition**   * Children are able to orally share out loud their ideas for writing * Children are able to orally share a sentence before writing it * Children can put sentences in sequences that make sense to form short narratives * Children are able to re-read their writing back to make sure it makes sense * Children read their writing aloud, sharing audibly with teacher and peers |
| **Exceeding**   * Children are able to sequence ideas in writing e.g. a simple story or instructions * Children are able to write with a clear purpose * Children use pronouns to avoid repetition * Children experiment with new vocabulary and be ambitious in this * Children use a variety of different conjunctions (other than ‘and’ and ‘then’). * Children use capitals and lowercase consistently * Children use their developing phonic knowledge to write phonetically plausible attempts of new/unknown words * Children can spell the majority of the words from the year 1 and 2 spelling list. |

**Year 2**

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| **Writing ‘Working at’ expectations**  **Spelling**   * Children use knowledge of phonemes/graphemes taught to attempt to spell new words * Children can spell the common exception words * Children are able to spell the days of the week, knowing that these have a capital letter at the beginning * Children are able to name all the letters of the alphabet in order * Children can use letter names to distinguish alternative spellings of the same sound e.g. ‘a’ for ‘ai, a\_e, ay’ * Children can use prefixes and suffixes accurately e.g. –un –ed –er and --ing * Children are able use -s and -es accurately e.g. horse- horses and dig-digs * Children know the spellings and spelling rules as outlined in our spelling and grammar progression   **Handwriting**   * Children know how to hold a pencil correctly and can sit comfortably at a table * Children are able to form lower case letters correctly, with the right orientation, starting and finishing in the correct place. * Children can form capital letters correctly * Children can write the numerals 0-9   **Vocabulary, grammar and punctuation**   * Children leave spaces between words when they are writing * Children are able to join words and clauses using ‘and’ * Children are beginning to punctuate sentences using a capital letter, full stop, question mark or exclamation mark * Children use a capital letter for names of people, places, days of the week and the pronoun ‘I’ * Children know and use the grammar outlined in our spelling and grammar progress   **Writing Composition**   * Children are able to orally share out loud their ideas for writing * Children are able to orally share a sentence before writing it * Children can put sentences in sequences that make sense to form short narratives * Children are able to re-read their writing back to make sure it makes sense * Children read their writing aloud, sharing audibly with teacher and peers |
| **Exceeding**   * Be able to write purposefully and independently about something they have been learning about in another curriculum area or from their own experience * Use adverbs to begin sentences e.g. unfortunately, hopefully, sadly * Experiment with using new word choices and adjectives to add variety * Have stamina for writing and write at greater length, using sentences that are varied and more complex e.g. using different conjunctions to form compound sentences other than ‘and’ and ‘then’. * Spell the majority of words from the year 2 spelling list in addition to all the words in the year 1 spelling list * Consistent handwriting with mostly accurate use of ascenders and descenders * Use of pronouns to avoid repetition * Use their phonic knowledge to spell unfamiliar and challenging words, being confident to experiment. |

**KS2 Writing**

**Year 3 Writing**

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| **Transcription**   * Children are able to use some prefixes and suffixes and understand how to add them to the root of words *e.g. glory- glorious* * Children can spell some homophones correctly * Children are able to spell some words that are often misspelt * Children are beginning to place the possessive apostrophe accurately in words with regular plurals *e.g. girls’, boys’* and in words with irregular plurals *e.g. children’s* * Children use the first two letters of a word to check its spelling in a dictionary. * Children write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far |
| **Handwriting**   * Children are beginning to 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. * Children are beginning to increase the legibility, consistency and quality of their handwriting e.g. *by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of a letter do not touch* |
| **Composition**   * Children plan their writing by beginning to discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. * Children plan their writing by beginning to discuss and record ideas * Children draft and write by composing and rehearsing simple sentence structures orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures * Children draft and write by organising simple paragraphs around a theme. * Children draft and write by creating simple settings, characters and a basic plot in narratives. * Children draft and write by beginning to use simple organisational devices in non-narrative material *e.g. headings and sub-headings* * Children are able to evaluate and edit by beginning to assess the effectiveness of their own and others' writing and suggesting improvements. * Children evaluate and edit by beginning to propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. * Children proof-read for some spelling and punctuation errors. * Children are confident to read aloud their own writing, to a group or the whole class, using increasing intonation and control of tone and volume so that the meaning is clear. |
| **Exceeding**   * Children use adjectives and adverbs with purpose to create particular effects on the reader * Children are able to independently decide to change and alter writing at the drafting stage to create a stronger impact on the reader * Children use paragraphing with awareness of structuring and increasing accuracy * Children use detail and specifics to interest and engage a reader * Children use bold word choices, that are perhaps unfamiliar or new to them to describe people, places and things * Children write a narrative that is accurate, interesting and engaging from beginning to end * Children use fronted adverbial openers *e.g. Over the misty mountains* * Children are experimenting with embedded relative clauses and comma punctuation *e.g. The boy, who was crying sadly, sank to the ground.* * Children are able to choose the style of writing or writing type that fits the purpose *e.g. a report to communicate the rainfall levels at Bromesberrow.* |

**Year 4 Writing**

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| **Transcription**   * Children are able to use further prefixes and suffixes and understand how to add them to the root of words *e.g. celebrate-celebration* * Children can spell further homophones correctly * Children are able to spell words accurately that are often misspelt * Children are able to place the possessive apostrophe accurately in words with regular plurals *e.g. girls’, boys’* and in words with irregular plurals *e.g. children’s* * Children use the first two letters of a word to check its spelling in a dictionary. * Children write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far |
| **Handwriting**   * Children 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. * Children increase the legibility, consistency and quality of their handwriting e.g. *by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of a letter do not touch* |
| **Composition**   * Children plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. * Children plan their writing by beginning to discuss and record ideas * Children draft and write by composing and rehearsing simple sentence structures orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures * Children draft and write by organising simple paragraphs around a theme. * Children draft and write by creating simple settings, characters and a basic plot in narratives. * Children draft and write by using simple organisational devices in non-narrative material *e.g. headings and sub-headings* * Children are able to evaluate and edit through evaluating the effectiveness of their own and others' writing and suggesting improvements. * Children evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. * Children proof-read for spelling and punctuation errors. * Children are confident to read aloud their own writing, to a group or the whole class, using increasing intonation and control of tone and volume so that the meaning is clear. |
| **Exceeding**   * Children vary sentence length and types to create particular effects e.g. using short sentences to create pace * Children vary word order in sentences to create interest or ensure clarity * Children are able to use commas correctly for complex sentences and to mark fronted adverbials * Children select and use vocabulary with purpose to create a particular effect or target a particular audience. * Children describe character and place in detail * Children begin to use figurative language for effect, knowing when the use of one may have more impact than another * Children experiment with re-ordering sentences whilst re-drafting to create more impact and effect on the reader. * Children experiment with sentence starters *e.g. Staring fixedly, I wandered on through the lonely jungle or Shattered, I managed to reach the final hurdle* * Children begin to vary the choice of pronouns correctly to refer to the first, second and third person (singular and plural) |

**Year 5 Writing**

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| **Transcription**   * Children are able to use some prefixes and suffixes and understand the guidance for adding them. * Children are beginning to spell some words with 'silent' letters *e.g. knight, psalm, solemn.* * Children are beginning to distinguish between homophones and other words which are often confused. * Children are beginning to use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt * Children are beginning to use dictionaries to check the spelling and meaning of word * Children use the first three letters of a word to check spelling, meaning or both of these in a dictionary. * Children are beginning to use a thesaurus |
| **Handwriting**   * Children write legibly, fluently and with increasing speed by beginning to choose which shape of a letter to use when given choices and deciding whether or not to join specific letters. * Children write legibly, fluently and with increasing speed by beginning to choose the writing implement that is best suited for a task |
| **Composition**   * Children plan their writing by beginning to identify the audience for and purpose of the writing, often selecting the appropriate form and using other similar writing as models for their own * Children plan their writing by beginning to note and develop initial ideas, drawing on reading and research where necessary. * Children plan their writing by beginning to consider how authors have developed characters and setting * Children draft and write by beginning to select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning *e.g. use of parenthesis and commas for clauses* * Children draft and write by beginning to describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action in narratives * Children draft and write by beginning to precis longer passages * Children draft and write by beginning to use a range of devices to build cohesion within and across paragraphs. * Children draft and write by beginning to use some organisational and presentational devices to structure text and to guide the reader *e.g. headings, and bullet points.* * Children evaluate and edit by beginning to assess the effectiveness of their own and others' writing. * Children evaluate and edit by beginning to propose changes to vocabulary, grammar and punctuation to enhance writing. * Children evaluate and edit by beginning to use the correct tense throughout a piece of writing. * Children evaluate and edit by beginning to ensure the correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register * Children are beginning to proof-read for spelling and punctuation errors * Children perform their own compositions, beginning to use appropriate intonation, volume so that meaning is clear. |
| **Exceeding**   * Children consistently produce sustained, detailed and accurate writing in narrative and non-fiction. * Children show a depth and maturity in writing, using appropriate structure and organisation for a range of audiences and purposes. * Children use inventive and accurate vocabulary to describe settings, create mood and atmosphere and pace * Children consistently link paragraphs, so that these are sequential and ‘flow’ * Children are able to evaluate the effectiveness and impact of their own and others’ writing * Children are able to skilfully use dialogue to move a narrative on and add pace and interest within narrative * Children are confident to proof read their work, independently removing repetition or detail that detracts from the impact of the piece * Children use relative pronouns within clauses confidently and proficiently *e.g. the elderly man, who was limping badly, edged closer to the exit.* * Children use parentheses accurately using brackets, commas or dashes * Children are confident to use commas accurately within writing to ensure clarity * Children use modal verbs to create possibility and questioning within writing *e.g. Might he consider the possibility of a camp out? Only time would tell…* * Children use sentences and phrases to sequence, organise and link writing *e.g. Presently, the timid mouse, was nibbling on the mouldy cheese* or *Nearby, the birds hovered ominously.* |

**Year 6 Writing**

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| **Transcription**   * Children are able to use prefixes and suffixes and understand the guidance for adding them. * Children are beginning to spell some words with 'silent' letters *e.g. knight, psalm, solemn.* * Children are able to distinguish between homophones and other words which are often confused. * Children use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt * Children use dictionaries to check the spelling and meaning of word * Children use the first three letters of a word to check spelling, meaning or both of these in a dictionary. * Children are able to use a thesaurus |
| **Handwriting**   * Children write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters. * Children write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task |
| **Composition**   * Children plan their writing by identifying the audience for and purpose of the writing, often selecting the appropriate form and using other similar writing as models for their own * Children plan their writing by noting and developing initial ideas, drawing on reading and research where necessary. * Children plan their writing by considering how authors have developed characters and setting * Children draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning *e.g. using contracted forms in dialogue in narratives, using passive verbs to affect how information is presented and using modal verbs to suggest degrees of possibility.* * Children draft and write by describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action in narratives * Children draft and write longer passages * Children draft and write through using a range of devices to build cohesion within and across paragraphs *e.g. conjunctions, adverbials of time and place, pronouns and synonyms* * Children draft and write by using some organisational and presentational devices to structure text and to guide the reader *e.g. headings, and bullet points.* * Children evaluate and edit by assessing the effectiveness of their own and others' writing. * Children evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance writing. * Children evaluate and edit by using the correct tense throughout a piece of writing. * Children evaluate and edit by ensuring the correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register * Children are able to proof-read for spelling and punctuation errors * Children perform their own compositions, using appropriate intonation, volume so that meaning is clear. |
| **Exceeding**   * Children write effectively for a range of purposes and audiences. They draw on the devices used by other writers to adopt and personalise an interesting and engaging style. * Use a range of punctuation as taught accurately and with purpose to impact upon the reader *e.g colons, semi colons, hyphens* * Children are able to use the correct register for the purpose and audience*e.g. a**formal tone to address a doctor****,*** *using formal language, convention and structure* * Children are precise and mature in their writing, manipulating grammar and vocabulary to the best effect. |