Writing Progression

Early Learning Goals for Writing	Children use their phonic knowledge to write words in ways which match their spoken sounds. They 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. They handle equipment and tools effectively, including pencils for writing. Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity. Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events. Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events. Sit correctly at a table, holding a pencil comfortably and correctly using a tri-pod grip Begin to form lower-case letters in the correct direction, Starting and finishing in the right place Form capital letters Form digits 0-9 Understand which letters belong to which handwriting 'families' and to practise these

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonic & Whole word spelling	• Revise phase 4 phonics of LCP Phonics curriculum and teach and revise phase 5 and 6 (if time). Please see separate sheet for details	• Assess Phase 5 phonics on LCP assessments and teach/revise gaps for individual children or class as a whole. Please see separate sheet for details.	• Teach and revise phase 6 phonics LCP Phonics curriculum. Please see separate sheet for details. • spell further homophones	• spell further homophones • spell words which are often misspelled (Appendix 1)	• spell some words with 'silent' letters • continue to distinguish between homophones and other words which are often confused	• spell some words with 'silent' letters • continue to distinguish between homophones and other words which are often confused

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	• write words containing each of the 40+ phonemes taught • write common exception words • spell the days of the week correctly • name the letters of the alphabet in order • using letter names to distinguish between alternative spellings of the same sound • Use knowledge of homophones to spell words correctly • using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs • using the prefix un– • using –ing, –ed, –er and –est where no change is needed in the spelling of root words	• Teach and revise phase 6 phonics of LCP Phonics curriculum. Please see separate sheet for details • segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones • learning to spell common exception words • distinguishing between homophones and near-homophones • learning the possessive apostrophe (singular) • learning to spell	• spell words which are often misspelled (Appendix 1) • use further prefixes and suffixes and understand how to add them • place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals • use the first 2 or 3 letters of a word to check its spelling in a dictionary	• use further prefixes and suffixes and understand how to add them • place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals • use the first 2 or 3 letters of a word to check its spelling in a dictionary	• use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1 • 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 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary	• use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1 • 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 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary

	• apply simple spelling rules and guidance from Appendix 1 • learning to spell common exception words • learning to spell words with contracted forms	more words with contracted forms • add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly • apply spelling rules and guidelines from Appendix 1				
Transcription	• write from memory a simple sentence dictated by the teacher which include words using the GPCs and common exception words taught so far. • Having learned a simple story by heart, write it from memory or perhaps with the aid of a story map.	• write from memory two or three simple sentences dictated by the teacher which include words using the GPCs and common exception words taught so far. • Having learned a story by heart, write it from memory or perhaps with the aid of a story map.	• write from memory simple sentences dictated by the teacher which include words using the GPCs and common exception words taught so far. • Having learned a story by heart, write it from memory without the aid of a story map.	• write from memory paragraphs dictated by the teacher which include words using the GPCs and common exception words taught so far. • Having learned a story by heart, write it from memory perhaps making some small changes to suit individual choices.	• write from memory paragraphs dictated by the teacher which include words using the GPCs and common exception words taught so far. • Having learned a story by heart, write it from memory perhaps making some changes to suit individual style or perhaps change of genre.	• write from memory paragraphs dictated by the teacher which include words using the GPCs and common exception words taught so far. • Having learned a story by heart, write it from memory perhaps making some changes to suit individual style or perhaps change of genre or perspective.
Handwriting	• consistently sits correctly at a table, holding a pencil comfortably and correctly using a tri-pod grip • start using some of the diagonal and horizontal strokes needed to join letters and understand which	• form lower-case letters of the correct size relative to one another • uses some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one	• 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 • increase the legibility, consistency	• 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 • increase the legibility, consistency	• 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	• 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

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	letters, when adjacent to one another, are best left unjoined • starts to write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters • starts to use spacing between words that reflects the size of the letters.	another, are best left unjoined • write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters • uses spacing between words that reflects the size of the letters.	and quality of their handwriting	and quality of their handwriting	• consider the impact of changing handwriting to suit different pieces of writing	• consider the impact of changing handwriting to suit different pieces of writing
Contexts	• writing narratives about personal experiences and those of others (real and fictional) • writing about real events • writing poetry • writing for different purposes	• discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	• discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	• investigating writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed	• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

Planning Writing	• saying out loud what they are going to write about • composing a sentence orally before writing it • starting to write story maps and use them to write • use of word banks to support enhanced vocabulary choices	• planning or saying out loud what they are going to write about • write story maps and other simple plans and then refer to them when writing • use of word banks to support enhanced vocabulary choices	• discussing and recording ideas • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures • write story maps of increasingly complicated stories • use 5 part story plan • use of word banks to support enhanced vocabulary choices	• discussing and recording ideas • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures • use 5 part story plan • use of word banks and thesaurus to support enhanced vocabulary choices	• noting and developing initial ideas, drawing on reading and research where necessary • use 5 part story plan • use of word banks and thesaurus to support enhanced vocabulary choices	• noting and developing initial ideas, drawing on reading and research where necessary • use 5 part story plan • use of word banks and thesaurus to support enhanced vocabulary choices
Drafting Writing	• sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense as they write • use plan or story maps • use of word banks and thesaurus to support enhanced vocabulary choices	• writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence • use plan or story maps • use of word banks and thesaurus to support enhanced vocabulary choices	• organising paragraphs around a theme • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices (headings & subheadings) • use plan or story maps	• organising paragraphs around a theme • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices • use plan or story maps • use of word banks and thesaurus to	• selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action	• selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action

			• use of word banks and thesaurus to support enhanced vocabulary choices	support enhanced vocabulary choices	• précising longer passages • using a wide range of devices to build cohesion within and across paragraphs • using further organisational and presentational devices to structure text and to guide the reader • use plan or story maps • use of word banks and thesaurus to support enhanced vocabulary choices	• précising longer passages • using a wide range of devices to build cohesion within and across paragraphs • using further organisational and presentational devices to structure text and to guide the reader • use plan or story maps • use of word banks and thesaurus to support enhanced vocabulary choices

| **Editing Writing** | • read what they have written aloud

• discuss what they have written with the teacher or other pupils

• check if they have written what they set out to – what is the same and what is different from their plan? | • evaluating their writing with the teacher and other pupils against their plan

• rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form

• proofreading to check for errors in spelling, grammar and punctuation | • assessing the effectiveness of their own and others' writing and suggesting improvements against their plan

• proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences

• proofread for spelling and punctuation errors | • assessing the effectiveness of their own and others' 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 | • assessing the effectiveness of their own and others' writing

• proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning

• ensuring the consistent and correct use of tense throughout a piece of writing

• ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register

• proofread for spelling and punctuation errors | • assessing the effectiveness of their own and others' writing

• proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning

• ensuring the consistent and correct use of tense throughout a piece of writing

• ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register

• proofread for spelling and punctuation errors |
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Performing Writing	• read their writing aloud clearly enough to be heard by their peers and the teacher.	• read aloud what they have written with appropriate intonation to make the meaning clear.	• 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.	• 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.	• perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	• perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
Vocabulary	• leaving spaces between words • writing compound sentences using conjunctions such as because and or so	• expanded noun phrases to describe and specify	• 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)	• 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	• use a thesaurus • using expanded noun phrases to convey complicated information concisely • using modal verbs or adverbs to indicate degrees of possibility	• use a thesaurus • using expanded noun phrases to convey complicated information concisely • using modal verbs or adverbs to indicate degrees of possibility
Punctuation	• 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'	• 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	• using inverted commas for direct speech	• using commas after fronted adverbials • indicating possession by using the possessive apostrophe with singular and plural nouns • using and	• using commas to clarify meaning or avoid ambiguity in writing • using brackets, dashes or commas to indicate parenthesis	• using hyphens to avoid ambiguity • using semicolons, colons or dashes to mark boundaries between independent clauses • using a colon to introduce a list

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	• apostrophes for contracted forms taught in Phase 4 and 5 phonics	the possessive (singular)		punctuating direct speech (including punctuation within and surrounding inverted commas)		• punctuating bullet points consistently
Grammar	• 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')	• 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	• 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)	• using fronted adverbials • difference between plural and possessives • Standard English verb inflections (I did vs I done) • extended noun phrases, including with prepositions • appropriate choice of pronoun or noun to create cohesion	• 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	• recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms • using passive verbs to affect the presentation of information in a sentence • using the perfect form of verbs to mark relationships of time and cause • differences in informal and formal language • synonyms & antonyms • further cohesive devices such as grammatical connections and adverbials

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		• apostrophes for omission & singular possession			• use of ellipsis
Terminology	letter capital letter lower-case letter word singular plural sentence punctuation full stop question mark exclamation mark phoneme grapheme digraph tri-graph apostrophe contraction sounds spelling homophone homograph syllable vowel consonant	noun noun phrase statement question exclamation command compound adjective verb suffix adverb tense (past, present) apostrophe comma phoneme grapheme digraph tri-graph contraction homophone homograph inverted commas syllable vowel consonant	adverb preposition conjunction word family prefix clause subordinate clause direct speech consonant consonant letter vowel vowel letter inverted commas noun noun phrase statement question exclamation command compound adjective verb suffix adverb tense (past, present, future) apostrophe comma	determiner pronoun possessive pronoun adverbial phrase adverb preposition conjunction word family prefix clause subordinate clause direct speech consonant consonant letter vowel vowel letter inverted commas tense (past, present, future)	modal verb relative pronoun relative clause parenthesis bracket dash cohesion ambiguity adverb preposition conjunction word family prefix clause subordinate clause direct speech consonant consonant letter vowel vowel letter inverted commas determiner pronoun possessive pronoun adverbial phrase	subject object active passive synonym antonym ellipsis hyphen colon semi-colon bullet points

Reay's cursive handwriting script

This handwriting style was chosen by Reay staff following extensive research around best practice for all pupils.

The key ideas behind this script are:

- All letters begin on the line to avoid any confusion around where to begin writing
- All letters are 'closed' to avoid confusion (for example, b,p)

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- The pencil remains on the paper until the end of the word allowing for a smoother and more automatic writing process
- A cursive joined script taught when children begin to write avoids pupils having to learn a different joined style later on. This particularly benefits pupils with poor fine motor control and/or specific educational needs.

Please see below for examples of how each lower case letter is taught to be formed.