

Weddington Primary School



Every Child

Every Chance

Every Day



Weddington's vision is for all to thrive. 'Weddy' graduates will venture into the wider world as curious, courageous and confident individuals, who are equipped with the tools for continued success.

WRITING SKILLS PROGRESSION



EYFS

In EYFS, children at the expected level of development will achieve the following Early Learning Goals:

Literacy

ELG: Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others

	Three and Four-Year-Olds	Reception	Early Learning Goals
Phonics and Spelling Rules	Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.	<p>Spell words by identifying the sounds and then writing the sound with the letter/s.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.</p>	
Common Exception Words			To write some irregular common words.

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Letter Formation, Placement and Positioning	<p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Shows a preference for a dominant hand.</p> <p>Write some letters accurately.</p>	<p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Form lower case and capital letters correctly.</p>	<p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Write recognisable letters, most of which are correctly formed.</p>
Planning, Writing and Editing	<p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Use some of their print and letter knowledge in their early writing. For example, writing a pretend shopping list that starts at the top of the page; write ‘m’ for mummy.</p> <p>Write some or all of their name.</p> <p>Write some letters accurately.</p> <p>Begin to develop complex stories using small world equipment, like animal sets, dolls and dolls houses, etc.</p>	<p>Learn new vocabulary. Articulate their ideas and thoughts in well-formed sentences. Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen.</p> <p>Listen to and talk about stories to build familiarity and understanding</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Use new vocabulary in different contexts.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.</p> <p>Re-read what they have written to check it makes sense.</p> <p>Develop storylines in their pretend play.</p>	<p>Write simple phrases and sentences that can be read by others.</p> <p>Invent, adapt and recount narratives and stories with peers and teachers.</p>
Awareness of Audience, Purpose and Structure		<p>Use a wider range of vocabulary.</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>Can start a conversation with an adult or a friend and continue it for many turns.</p> <p>Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”</p>	<p>Participate in small group, class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary.</p> <p>Participate in small group, class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p>

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		<p>Learn new vocabulary.</p> <p>Use new vocabulary throughout the day.</p> <p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities.</p> <p>Explain how things work and why they might happen.</p> <p>Develop social phrases.</p> <p>Use new vocabulary in different contexts.</p>	<p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>
<p>Sentence Construction and Tense</p>	<p>Understand 'why' questions, like: 'Why do you think the caterpillar got so fat?'</p> <p>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p> <p>Use longer sentences of four to six words</p>	<p>Use new vocabulary throughout the day.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p>	<p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.</p>
<p>Use of Phrases and Clauses</p>	<p>Use longer sentences of four to six words.</p>	<p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p>	<p>Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.</p>

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Year 1	<p>To use a number of simple features of different text types to make relevant choices about subject matter and appropriate vocabulary choices.</p> <p>To begin to engage readers by using adjectives to describe.</p>	<p>To understand regular plural noun suffixes -s or -es (e.g. dog/dogs) and understand the effects of these suffixes on the meaning of the noun.</p> <p>To understand that suffixes can be added to verbs where no change is</p>	<p>To say out loud what they are going to write about.</p> <p>To compose a sentence orally before writing it.</p> <p>To sequence sentences to form short narratives.</p> <p>To re-read what they have written to check that it makes sense and begin to make changes, with support.</p> <p>To discuss what they have written with a teacher or another pupil.</p> <p>To read aloud their writing clearly enough to be heard by their peers and their teacher.</p>	<p>To understand how words can combine to make sentences (simple sentences).</p> <p>Join words and join clauses using and.</p> <p>To leave spaces between words.</p>	To use simple sentence structures.	<p>To join clauses using 'and' for example: 'The dog and the cat.'</p> <p>To use adjectives to describe.</p>	<p>Teaching develops children's oral vocabulary when reading (Talk through stories)</p>	<p>To join words and clauses using 'and'.</p> <p>To sequence sentences to form short narratives</p>	<p>To begin to use full stops, capital letters, question mark and exclamation mark.</p> <p>To use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'. E.g. (names, days, months and places known to them).</p>	<p>Letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark</p>	<p>To hold a pencil comfortably and correctly, sitting correctly at a table.</p> <p>To begin to form lower case letters in the correct direction, starting and finishing in the right place.</p> <p>To understand which letters belong to which handwriting family.</p> <p>To form capital letters.</p>

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		<p>needed in the spelling of the root word (e.g. helping, helped, helper).</p> <p>To understand how the prefix un- changes the meaning of verbs and adjectives.</p>									To form digits 0-9.
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Year 2	To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures.	<p>To form nouns using suffixes such as -ness, -er and by compounding (e.g. whiteboard).</p> <p>To form adjectives using suffixes such as -ful, -less.</p> <p>To use suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into</p>	<p>To write narratives about: personal experiences and those of others (real and fictional); real events; poetry and for different purposes</p> <p>To consider what they are going to write before beginning by: planning or saying out loud what they are going to write about and writing down ideas and or key words, including new vocabulary</p> <p>To make simple additions, revisions and corrections to their own writing by: evaluating with a teacher or pupils; re-reading to check for sense and that verbs to indicate time are used correctly and to proof-read to check for errors.</p> <p>To proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of</p>	<p>To use subordination (when, if, that, because) and co-ordination (or, and, but) to join clauses.</p> <p>To use expanded noun phrases for description and specification.</p> <p>To understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.</p>	<p>To use of present tense and past tense throughout writing mostly correctly and consistently.</p> <p>To use the progressive form of verbs in the present and past tense to mark actions in progress.</p>	<p>To use expanded noun phrases for description and specification .</p> <p>To extend sentences using adjectives and adverbs.</p>	To increase their vocabulary through reading of stories, poems and non-fiction texts and their discussions about it.	To use subordination (when, if, that, because) and co-ordination (or, and, but) to join clauses.	<p>To use capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>To use commas to separate items in a list.</p> <p>To use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns.</p>	<p>Noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb tense (past, present) apostrophe, comma.</p>	<p>Using the Letter Join scheme of work:</p> <p>To form lower-case letters of the correct size relative to one another.</p> <p>To begin to use some of the diagonal and horizontal strokes needed to join letters and understand, which letters, when adjacent to one another, are best left unjoined.</p> <p>To write capital letters and digits of the</p>

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		adverbs.	sentences are punctuated correctly). To read aloud what they have written, with appropriate intonation to show clear meaning.								correct size, orientation and relationship to one another and to lower case letters. To use spacing between words that reflects the size of the letters.
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Year 3	To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write.	<p>To form nouns using a range of prefixes (e.g. super-, anti-, auto-)</p> <p>To use a or an according to whether the next word begins with a consonant or a vowel.</p> <p>To begin to understand word families based on common words, showing how</p>	<p>To begin to use ideas from their own reading and modelled examples to plan their writing. To discuss writing similar to what they will be writing in order to understand and learn from its structure, vocabulary and grammar.</p> <p>-discussing and recording ideas.</p> <p>To draft and write by: -composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>-To begin to organise paragraphs around a theme.</p> <p>-In narratives, create settings, characters and plot</p> <p>-In non-narrative material, use simple</p>	To express time, place and cause using conjunction, adverbs or prepositions.	To use the present perfect form of verbs instead of the simple past.	To use expanded noun phrases that provide detail and interest with preposition phrases e.g. 'the lonely, young girls sat down next to the fire.'	To make deliberate ambitious word choices to add detail and to consolidate, develop and build a rich vocabulary in order to express their ideas.	<p>To begin to understand paragraphs as a way to group related material.</p> <p>To begin to use headings and sub-headings to aid presentation.</p> <p>To use conjunctions (for example, when, before, after, while, so, because), adverbs (for example, then, next, soon, therefore) and prepositions [for example, before, after, during, in, because of) to express time; group related material in paragraphs.</p>	Introduction of inverted commas to punctuate speech.	<p>Preposition, conjunction, word family, prefix clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')</p>	<p>To use a neat, joined handwriting style with increasing accuracy and speed.</p> <p>To continue to use diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p>

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		<p>words are related in form and meaning .</p> <p>organisational devices.</p> <p>Evaluate and edit by: - - assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>-propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>To proof-read for spelling and punctuation errors (with increasing accuracy).</p> <p>Read aloud their own writing, to a group, using appropriate intonation.</p>									
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Year 4	<p>To write a range of narratives and non-fiction pieces using a consistent and appropriate structure.</p> <p>To write a range of narratives that are well-structured and well-paced.</p> <p>To create detailed</p>	<p>To understand and the grammatical difference between plural and possessive -s.</p> <p>To understand and the Standard English forms for verb inflections instead of local spoken forms e.g. 'we were' instead</p>	<p>To plan by:</p> <ul style="list-style-type: none"> -discussing writing similar to what they will be writing in order to understand and learn from its structure, vocabulary and grammar. -discussing and recording ideas. <p>To draft and write by:</p> <ul style="list-style-type: none"> -composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures. -To consistently, organise paragraphs around a theme -In narratives, create settings, characters and plot -in non-narrative material, use simple organisational devices. <p>Evaluate and edit by: - assessing the effectiveness of their own and others' writing</p>	<p>To use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases.</p> <p>To use fronted adverbials to start sentences.</p>	<p>To understand the Standard English forms for verb inflections instead of local spoken forms e.g. 'we were' instead of 'we was'.</p>	<p>To use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases.</p>	<p>To consolidate, develop and build a rich vocabulary in order to express their ideas including the use of synonyms.</p>	<p>To use paragraphs to organise ideas around a theme.</p> <p>To select the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.</p>	<p>To use inverted commas and other punctuation to indicate direct speech (e.g. a comma after the reporting clause; end punctuation within inverted commas)</p> <p>To use apostrophes to mark plural possession.</p> <p>To use commas after fronted adverbials.</p>	<p>determiner, pronoun, possessive pronoun, adverbial</p>	<p>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 spaces sufficiently so that the ascenders and descenders of letters do not touch.</p> <p>To confidently use diagonal and horizontal joining strokes throughout their independent</p>

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	settings, characters and plot in narratives to engage the reader and to add atmosphere.	of we 'we was'.	<p>and suggesting improvements -proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>To proof-read consistently and amend their own and others' writing, for spelling and punctuation errors</p> <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and control the tone and volume so that the meaning is clear.</p>								writing to increase fluency.
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Year 5	To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purpose.	<p>To convert nouns or adjectives into verbs using suffixes (e.g. -ate, -ise, -ify)</p> <p>To use verb prefixes (for e.g. dis-, de-, mis-, over- and re-)</p>	<p>To plan their writing by:</p> <ul style="list-style-type: none">-identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar models for their own. <p>-In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p>Draft and write by:</p> <ul style="list-style-type: none">-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-precising longer passages-to consistently use a wide range of devices to	To use relative clauses beginning with who, which, when, whose, that, or an omitted relative pronoun.	To indicate degrees of possibility using modal verbs (for e.g. might, should, will, must).	<p>To indicate degrees of possibility using adverbs (for e.g. perhaps, surely).</p> <p>To use adverbials of time, place and number to extend sentences.</p>	<p>To emphasise pupils' enjoyment of vocabulary, especially for writing.</p> <p>To select precise vocabulary to develop meaning, describe a character or a setting or to create humour or suspense.</p>	<p>To link ideas across paragraphs using adverbials of time (e.g. later) place (e.g. nearby) and number (e.g. secondly) or tense choices (e.g. he had seen her before).</p> <p>To use devices to build cohesion within a paragraph (for example, then, after, that, this, firstly).</p>	<p>To use brackets, dashes or commas to indicate parenthesis.</p> <p>To use commas to clarify meaning or avoid ambiguity.</p>	<p>Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity.</p> <p>To be clear about what standard of handwriting is appropriate for the given task.</p> <p>-choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p>	

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	<p>To describe settings, characters and atmosphere with carefully chosen vocabulary to enhance mood, clarify meaning and create pace.</p> <p>To perform their own compositions confidently using appropriate intonation, volume and</p>		<p>build cohesion within and across paragraphs -using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p> <p>Evaluate and edit by:</p> <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 (removes unnecessary repetition or irrelevant details). -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 								
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	movement so that the meaning is clear.		<ul style="list-style-type: none"> -Proofread for spelling and punctuation errors - Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear 								
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	language of speech and writing and to choose the appropriate level of formality.	and how words are related by meaning as synonyms and antonyms (e.g. big, large, little).	<p>-precising longer passages</p> <p>-using a wide range of devices to build cohesion within and across paragraphs</p> <p>-using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p> <p>Evaluate and edit by:</p> <p>- assessing the effectiveness of their own and others' writing</p> <p>-proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>-ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>-ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate</p>	or Were they to come in some very formal writing and speech)	<p>the greenhouse was broken (by me)].</p> <p>Y6 GD – exercise an assured and conscious control over levels of formality, particularly through manipulating grammar (tense) 'She would be back, she insisted, when she had finished collecting enough shells' 'She would have noticed the</p>	by manipulating vocabulary	<p>Y6 GD: precise use of vocabulary (verbs, nouns, adverbs); literary language</p> <p>Write effectively for a range of purposes and audiences selecting the appropriate form and drawing independently on what they have read as models for their</p>	<p>text).</p> <p>Y6 EXS: Use a wider range of cohesive devices to link ideas across paragraphs, e.g. repetition of a word or phrase, grammatical connections (e.g. adverbials such as <i>on the other hand</i>, <i>in contrast</i> or <i>as a consequence</i>) and ellipsis; different layout devices are used to structure text in non-fiction.</p> <p>Y6 GD – exercise an assured and conscious control over</p>	<p>colon, colon and dash to mark the boundary between independent clauses; Use of a colon to introduce a list and semi-colons within lists;</p> <p>Punctuation of bullet points to list information;</p> <p>How hyphens (and commas* consolidation from year 5) can be used to avoid ambiguity.</p> <p>Use of speech punctuation including</p>	e.g. labelling a diagram, writing an email, capital letters etc).
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			<p>register</p> <p>-Proofread for spelling and punctuation errors and to propose changes to vocabulary, grammar and punctuation to enhance effects and meaning for clarity.</p> <p>- Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p> <p>Y6 EXS – write effectively for a range of purposes and audiences selecting language that shows a good awareness of the reader</p> <p>Understand the difference between structures typical of informal speech and those appropriate for formal speech and writing</p> <p>Y6 GDS – exercise an assured and conscious</p>		<p>white horses gathering out at sea'</p>		<p>own writing.</p>	<p>levels of formality, particularly through manipulating grammar (cohesion)</p>	<p>other punctuation when including advancing the action.</p> <p>Y6 GD - use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.</p>		
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			<p>control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this</p> <p>Choose the appropriate register</p>								
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