

Whole School Writing Overview and Progression 2023-2024

Year EYFS		
Early writing		
Skills	Objectives	Pencil grip
Phonics <i>RWI Phonics</i>	Refer to Read write Inc Phonics scheme including nursery Early phonics skills including oral blending, hearing initial sounds in words and letter formation rhymes	<ul style="list-style-type: none"> . Use of fine motor activities to build strength for holding mark making tools
Early writing activities	<ul style="list-style-type: none"> • Mark marking (finger, drawing, painting, calk...) • Dough gym • Funky fingers • Developing vocabulary (language rich environment) • PE – developing fine and gross motor skills 	Story time Daily time for story-telling A range of stories to be told.
		Develop an awareness of vocabulary and phrasing as well as engaging with the content of stories in terms of characters, settings and events.

Year R

Writing

Skills	Objectives	Terminology
<p>Phonics</p> <p><i>RWI Phonics</i></p>	<p>Refer to Read write Inc Phonics scheme</p>	<p>Sounds, speed sounds, green words, Fred talk, blending, red words, magnet eyes, stop, speed words, think out loud, Build a sentence, nonsense words, segmenting words, Fred fingers, hold a sentence</p>
<p>Handwriting</p> <p><i>Nelson</i></p>	<ul style="list-style-type: none"> Practise correct letter formation. <p>'Around' letters: c a o d g q</p> <p>'Down' letters: l t b p k h i j m n r u y</p> <p>'Curly' letters: e f s <small>[L] [SEP]</small></p> <p>'Zig-zag' letters: v w z x <small>[SEP]</small></p> <ul style="list-style-type: none"> Learn where to place the letters on the writing line. Relative size of letters <p>Some small letters are called 'boat letters': a c e i m n o r s u v w x z.</p> <p>Letters that are written below the line are called 'water letters': g j p q y.</p> <p>Tall letters are called 'sun letters': b d h k l t f.</p> <p>Write recognisable letters, most of which are correctly formed</p>	
<p>Planning for writing and</p> <p><i>RWI Phonics</i></p> <p><i>Class reader</i></p>	<p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p>	<p>Story time</p> <p>Daily time for story-telling</p> <p>Reading a range of books.</p>
<p>Composition and editing</p> <p><i>RWI Phonics</i></p> <p><i>Class reader</i></p>	<p>Re-read what they have written to check that it makes sense.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters</p> <p>Write simple phrases and sentences that can be read by others</p>	<p>Develop an awareness of vocabulary and phrasing as well as engaging with the content of stories in terms of characters, settings and events.</p>

Year 1

Writing

Skills	Objectives	Terminology
<p>Phonics and Spelling</p> <p><i>RWI Phonics Class reader</i></p>	<ul style="list-style-type: none"> spell (words containing each of the 40+ phonemes already taught, common exception words, days of the week) name the letters of the alphabet in order apply simple spelling rules as outlined in English Appendix 1. 	<p>Letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark</p>
<p>Handwriting</p> <p><i>Nelson</i></p>	<ul style="list-style-type: none"> sit correctly at a table, holding a pencil comfortably and correctly 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' (i.e. letters ^[]_[]that are formed in similar ways) leave spaces between words. 	
<p>Planning for writing and composition</p> <p><i>RWI Phonics Class reader</i></p>	<ul style="list-style-type: none"> Saying out loud what they are going to write about Composing a sentence orally before writing it Sequencing sentences to form short narratives 	<p>Contexts for writing Based on class reader: Setting description Character description Re-tell a story</p>
<p>Writing – vocabulary, grammar and punctuation</p> <p><i>RWI Phonics Class reader</i></p>	<ul style="list-style-type: none"> Leaving spaces between words Joining words and joining clauses using "and" 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' 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' 	<p>Sequencing sentences to form short narratives</p> <p>Writing about real events</p>
	<ul style="list-style-type: none"> Sequencing sentences to form short narratives 	<p>Performing</p>

<p>Make simple additions, revisions and corrections to their own writing</p> <p><i>RWI phonics</i> <i>Class reader</i></p>	<ul style="list-style-type: none"> • Re-reading what they have written to check that it makes sense • Discuss what they have written with the teacher or other pupils 	<p>Read their writing aloud clearly enough to be heard by their peers and the teacher.</p> <p>Rehearse and perform a class/group poem.</p>
--	---	--

Year 2		
Writing		
Skills	Objectives	Terminology
<p>Spelling RWI</p> <p><i>Get spelling</i></p>	<ul style="list-style-type: none"> • Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly. • Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones. • Learning to spell common exception words. • Learning to spell more words with contracted forms. • Learning the possessive apostrophe (singular). • Distinguishing between homophones and near-homophones. • Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly . • Apply spelling rules and guidance, as listed in <i>English Appendix 1</i>. 	<p>noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix , adverb tense (past, present) , apostrophe, comma</p>

	<ul style="list-style-type: none"> Write from memory simple sentences dictated by the teacher that include words using the gpcs, common exception words and punctuation taught so far. 	
Handwriting <i>Nelson</i>	<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 ^[]_{SEP} letters and understand which letters, when adjacent to one another, are ^[]_{SEP} best left unjoined Write capital letters and digits of the correct size, orientation and relationship ^[]_{SEP} to one another and to lower case letters Use spacing between words that reflects the size of the letters. 	
Planning for writing and composition <i>Literacy and language</i> <i>Class reader</i>	<ul style="list-style-type: none"> Consider what they are going to write before beginning Planning or saying out loud what they are going to write about. Writing down ideas and/or key words, including new vocabulary. Encapsulating what they want to say, sentence by sentence. 	Contexts for writing Based on class reader and Literacy and Language texts: Character description, Setting description, Re-tell a story Letter Diary entry
Writing – vocabulary, grammar and punctuation <i>Literacy and language</i> <i>Class reader</i>	<ul style="list-style-type: none"> Learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular). Sentences with different forms: statement, question, exclamation, command. Expanded noun phrases to describe and specify [for example, the blue butterfly] 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). Grammar for year 2 in English Appendix 2. Features of Standard English, such as subject/verb agreements, consistency of tense, appropriate levels of formality. 	Writing narratives about personal experiences and those of others (real and fictional) ^[] _{SEP} Writing about real events ^[] _{SEP} writing poetry Writing for different purposes
Make simple additions, revisions and corrections to their own writing <i>Literacy and language</i>	<ul style="list-style-type: none"> Evaluating their writing with the teacher and other pupils Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form Proof-reading to check for errors in spelling, grammar and punctuation Read aloud what they have written with appropriate intonation to make the meaning clear 	Performing Read aloud their pieces of writing and performing any playscripts to the class. Read aloud what they have written with appropriate intonation to make the meaning clear.

<i>Class reader</i>		Rehearse and preform a class/group poem.
---------------------	--	--

Year 3		
Writing		
Skills	Objectives	Terminology

<p>Spelling RWI</p> <p><i>Get spelling</i></p>	<ul style="list-style-type: none"> • The /I / sound spelt y elsewhere than at the end of words • Adding Prefixes (dis-, in-,im-, re-, anti-, super- sub-) • Adding -ation to verbs to form nouns • Words ending in -ture • Adding the suffix (-ous, -ion, -ian) • Words with the /k/sh/ sound spelt ch • Homophones and near-homophones • Years 3 word list 	<p>Preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas, determiner, pronoun, possessive pronoun, adverbial</p>
<p>Handwriting</p> <p><i>Nelson</i></p>	<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 • increase the legibility, consistency and quality of their handwriting (e.g. ensure downstrokes of letters are parallel and equidistant; lines of writing are spaced • Sufficiently so that the ascenders and descenders of letters do not touch). 	
<p>Planning for writing</p> <p><i>Literacy and language Class reader</i></p>	<ul style="list-style-type: none"> • Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • Discussing and recording ideas. 	<p>Contexts for writing</p> <p>Based on class reader and Literacy and Language texts: Character description, Setting description, Re-tell a story Letter Diary entry Inner thoughts of a character. Write a chapter continuation</p>
<p>Writing – vocabulary, grammar and punctuation</p> <p><i>Literacy and language Class reader</i></p>	<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, f, because, although. • Using the present perfect form of verbs in contrast to the past tense. • Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. • Using conjunctions, adverbs and prepositions to express time and cause. • Learning the grammar for years 3 in English Appendix 2 and always within the context of children’s reading and writing. • Using and punctuating direct speech. • ‘Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.’ 	<p>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p>

<p>Drafting and editing writing</p> <p><i>Literacy and language</i> <i>Class reader</i></p>	<ul style="list-style-type: none"> • Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) • Organising paragraphs around a theme. • In narratives, creating settings, characters and plot. • In non-narrative material, using simple organisational devices [for example, headings and sub-headings].’ 	<p style="text-align: center;">Performing</p> <p>Read aloud their pieces of writing and performing any playscripts to the class.</p> <p>Read aloud poetry.</p>
<p>Evaluate and edit</p> <p><i>Literacy and language</i> <i>Class reader</i></p>	<ul style="list-style-type: none"> • 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 • Proof-read for spelling and punctuation errors • ‘Read aloud their own writing, 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"> • 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 • Rehearsing and presenting their play scripts • Rehearsing and performing a poem

Year 4		
Writing		
Skills	Objectives	Terminology

<p>Spelling RWI</p> <p><i>Get spelling</i></p>	<ul style="list-style-type: none"> • The /ʌ/ sound spelt ou • Adding the prefix (mis-, auto-, inter-, il-, un-, mis-, dis- ir-) • Adding the suffix -ly (<i>to adjectives to form adverbs</i>) • Words ending spelt -sure - ion • Words ending in -ous • Adding the prefix super- and sub- • The c sound spelt -que and the g sound spelt -gue • Words with the /s/ sound spelt sc • Words with the /ei/ sound spelt ei, eigh, or ey • Possessive apostrophe with plural words • Homophones and near-homophones • Years 4+ word list 	<p>Preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas, determiner, pronoun, possessive pronoun, adverbial</p>
<p>Handwriting</p> <p><i>Nelson</i></p>	<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 • increase the legibility, consistency and quality of their handwriting (e.g. ensure downstrokes of letters are parallel and equidistant; lines of writing are spaced • Sufficiently so that the ascenders and descenders of letters do not touch). 	
<p>Planning for writing</p> <p><i>Literacy and language</i> <i>Class reader</i></p>	<ul style="list-style-type: none"> • Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • Discussing and recording ideas. 	<p>Contexts for writing</p> <p>Based on class reader and Literacy and Language texts: Character description, Setting description, Re-tell a story Letter Diary entry Inner thoughts of a character. Write a chapter continuation Explanation text</p>

<p>Writing – vocabulary, grammar and punctuation</p> <p><i>Literacy and language</i> Class reader</p>	<ul style="list-style-type: none"> • Using the present perfect form of verbs in contrast to the past tense. • Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. • Using fronted adverbials • Learning the grammar for years 3 and 4 in English Appendix 2. always within the context of children’s reading and writing. • Indicate grammatical and other features by: • Using commas after fronted adverbials. • Indicating possession by using the possessive apostrophe with plural nouns. • Using and punctuating direct speech. • Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. 	<p>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p>
<p>Drafting and writing</p> <p><i>Literacy and language</i> Class reader</p>	<ul style="list-style-type: none"> • Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) • Organising paragraphs around a theme. • In narratives, creating settings, characters and plot. • In non-narrative material, using simple organisational devices [for example, headings and sub-headings]. 	<p>Performing</p> <p>Read aloud their pieces of writing and performing any playscripts to the class.</p> <p>Read aloud poetry.</p>
<p>Evaluate and edit</p> <p><i>Literacy and language</i> Class reader</p>	<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 • increase the legibility, consistency and quality of their handwriting (e.g. ensure downstrokes of letters are parallel and equidistant; lines of writing are spaced • Sufficiently so that the ascenders and descenders of letters do not touch). 	<ul style="list-style-type: none"> • 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 • Rehearsing and presenting their play scripts • Rehearsing and performing a poem

Year 5

Writing

Skills	Objectives	Terminology
<p>Spelling RWI</p> <p><i>Get spelling</i></p>	<ul style="list-style-type: none"> • Endings which sound like /shu/ spelt -cious or -tious. • Words ending in <i>shul</i> spelt -cial or -tial • Words ending in -ant, -ance/-ancy, -ent, -ence/-ency. • Words ending in -able and -ible. • Words ending in -ably and -ibly. • The <i>ee</i> sound spelt <i>ei</i> • Words containing the letter-string ough. • Words with 'silent' letters. (b and t) • Homophones • Years 5 word list. 	<p>Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, Cohesion, ambiguity</p>
<p>Handwriting</p> <p><i>Nelson</i></p>	<p>- write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> • choosing which shape of a letter to use when given choices • deciding whether or not to join specific letters $\begin{matrix} \text{[]} \\ \text{[]} \\ \text{[]} \\ \text{[]} \end{matrix}$ • choosing the writing implement that is best suited for a task. 	
<p>Planning for writing</p> <p><i>Literacy and language Class reader</i></p>	<ul style="list-style-type: none"> • Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. • Noting and developing initial ideas, drawing on reading and research where necessary • In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed 	<p>Contexts for writing</p> <p>Based on class reader and Literacy and Language texts:</p> <p>Character description, Setting description, Re-tell a story Letter Diary entry Inner thoughts of a character. Write a chapter continuation Explanation text Discussion text Balanced argument</p>

<p>Writing – vocabulary, grammar and punctuation</p> <p><i>Literacy and language</i> <i>Class reader</i></p>	<p>Develop their understanding of the concepts set out in English Appendix 2 year 5:</p> <ul style="list-style-type: none"> Using the perfect form of verbs to mark relationships of time and cause. Using modal verbs or adverbs to indicate degrees of possibility. Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. Omitted) relative pronoun. <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> Using commas to clarify meaning or avoid ambiguity in writing. Using brackets, dashes or commas to indicate parenthesis. Using a colon to introduce a list. <p>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</p>	<p>Identifying the audience for and purpose of the writing selecting the appropriate form and using other similar writing as models for their own</p> <p>In writing narratives, Considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p>
<p>Drafting and writing</p> <p><i>Literacy and language</i> <i>Class reader</i></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. 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 [for example, headings, bullet points, underlining]. 	<p>Performing</p> <p>Read aloud their pieces of writing and performing any playscripts to the class.</p> <p>Read aloud poetry and performing additional vocal changes and actions to interpret the meaning of the poem.</p>
<p>Evaluate and edit</p> <p><i>Literacy and language</i> <i>Class reader</i></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. 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. Proof-read for spelling and punctuation errors. 	<p>Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p>

Year 6

Writing

Skills	Objectives	Terminology
<p>Spelling RWI Get spelling</p>	<ul style="list-style-type: none"> • Words ending in -ible and -able • Adding suffixes beginning with vowel letters to words ending in -fer. • Spell some words with 'silent' letters, e.g. knight, psalm, solemn. (<i>silent k, g, l, n</i>) • Continue to distinguish between homophones and other words which are often confused. • Use of the hyphen. • The spellings ei and ie • Words containing the letter-string ough. • Years 6 word list. 	<p>Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, Cohesion, ambiguity</p> <p>Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, Cohesion, ambiguity</p>
<p>Handwriting Nelson</p>	<p>- write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> • choosing which shape of a letter to use when given choices • deciding whether or not to join specific letters ^[]_{SEP} • choosing the writing implement that is best suited for a task. 	
<p>Planning for writing Literacy and language Class reader</p>	<ul style="list-style-type: none"> • Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. • Noting and developing initial ideas, drawing on reading and research where necessary • In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed 	<p>Contexts for writing</p> <p>Based on class reader:</p> <p>Character description, Setting description, Re-tell a story Letter Diary entry Inner thoughts of a character. Write a chapter continuation Explanation text Discussion text Balanced argument</p>

<p>Writing – vocabulary, grammar and punctuation <i>Literacy and language</i> <i>Class reader</i></p>	<ul style="list-style-type: none"> ● 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. ● Using expanded noun phrases to convey complicated information concisely. <p>Indicate grammatical and other features by</p> <ul style="list-style-type: none"> ● Using commas to clarify meaning or avoid ambiguity in writing. ● Using hyphens to avoid ambiguity. ● Using brackets, dashes or commas to indicate parenthesis. ● Using semi-colons, colons or dashes to mark boundaries between independent clauses. ● Punctuating bullet points consistently <p>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading</p>	<p>Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p>
<p>Drafting and writing <i>Literacy and language</i> <i>Class reader</i></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. ● 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 [for example, headings, bullet points, underlining].’ 	<p>Performing</p> <p>Read aloud their pieces of writing and performing any playscripts to the class.</p> <p>Read aloud poetry and performing additional vocal changes and actions to interpret the meaning of the poem.</p>
<p>Evaluate and edit <i>Literacy and language</i> <i>Class reader</i></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. ● 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. ● Proof-read for spelling and punctuation errors. 	<p>Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p>