

# Writing progression Bushbury Hill Primary School



		EYFS				
		Nursery		Reception		
<b>Writing:</b>	<ul style="list-style-type: none"> <li>· To begin to copy some of the letters in their own name</li> <li>· To give meanings to the marks they make</li> <li>· Show preference for a dominant hand when mark making</li> <li>· Know some purposes for which we use writing</li> <li>· To make their own attempts at writing</li> </ul>	<ul style="list-style-type: none"> <li>· To form some lower case and capital letters correctly</li> <li>· To begin to write longer words which are spelt phonetically</li> <li>· To begin to use capital letters at the start of a sentence</li> <li>· To use finger spaces and full stops when writing a sentence</li> <li>· To read their work back and check it makes sense</li> <li>· To write sentences for a purpose</li> </ul>				
<b>Writing:</b>		KS1		KS2		
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Phonic &amp; Whole word spelling</b>	<ul style="list-style-type: none"> <li>• spell words containing each of</li> </ul>	<ul style="list-style-type: none"> <li>• segmenting spoken words into phonemes</li> </ul>	<ul style="list-style-type: none"> <li>• spell further homophones</li> </ul>	<ul style="list-style-type: none"> <li>• spell further homophones</li> </ul>	<ul style="list-style-type: none"> <li>• spell some words with 'silent' letters</li> </ul>	<ul style="list-style-type: none"> <li>• spell some words with 'silent' letters</li> </ul>

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	<p>the 40+ phonemes taught</p> <ul style="list-style-type: none"> <li>spell common exception words</li> <li>spell the days of the week</li> <li>name the letters of the alphabet in order</li> <li>using letter names to distinguish between alternative spellings of the same sound</li> </ul>	<p>and representing these by graphemes, spelling many correctly</p> <ul style="list-style-type: none"> <li>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</li> <li>learning to spell common exception words</li> <li>distinguishing between homophones and near-homophones</li> </ul>	<ul style="list-style-type: none"> <li>spell words that are often misspelt (Appendix 1)</li> </ul>	<ul style="list-style-type: none"> <li>spell words that are often misspelt (Appendix 1)</li> </ul>	<ul style="list-style-type: none"> <li>continue to distinguish between homophones and other words which are often confused</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>continue to distinguish between homophones and other words which are often confused</li> <li>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</li> </ul>
<p><b>Other word building spelling</b></p>	<ul style="list-style-type: none"> <li>using the spelling rule for adding –s or –es as the plural marker for nouns and the third</li> </ul>	<ul style="list-style-type: none"> <li>learning the possessive apostrophe (singular)</li> <li>learning to spell more words</li> </ul>	<ul style="list-style-type: none"> <li>use further prefixes and suffixes and understand how to add them</li> </ul>	<ul style="list-style-type: none"> <li>use further prefixes and suffixes and understand how to add them</li> </ul>	<ul style="list-style-type: none"> <li>use further prefixes and suffixes and understand how to add them</li> <li>place the possessive</li> </ul>	<ul style="list-style-type: none"> <li>use further prefixes and suffixes and understand the guidance for adding them</li> <li>use dictionaries to check the spelling and meaning of words</li> </ul>

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	<p>person singular marker for verbs</p> <ul style="list-style-type: none"> <li>• using the prefix un–</li> <li>• using –ing, –ed, –er and –est where no change is needed in the spelling of root words</li> <li>• apply simple spelling rules and guidance from Appendix 1</li> </ul>	<p>with contracted forms</p> <ul style="list-style-type: none"> <li>• add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</li> <li>• apply spelling rules and guidelines from Appendix 1</li> </ul>	<ul style="list-style-type: none"> <li>• place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</li> <li>• use the first 2 or 3 letters of a word to check its spelling in a dictionary</li> </ul>	<ul style="list-style-type: none"> <li>• place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</li> <li>• use the first 2 or 3 letters of a word to check its spelling in a dictionary</li> </ul>	<p>apostrophe accurately in words with regular plurals and in words with irregular plurals</p> <ul style="list-style-type: none"> <li>• use the first 2 or 3 letters of a word to check its spelling</li> </ul>	<ul style="list-style-type: none"> <li>• use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary</li> </ul>
<b>Common exception words</b>	<ul style="list-style-type: none"> <li>• To spell all Y1 common exception words correctly.*</li> <li>• To spell days of the week correctly.</li> </ul>	<ul style="list-style-type: none"> <li>• To spell most Y1 and Y2 common exception words correctly.</li> </ul>	<ul style="list-style-type: none"> <li>• To spell many of the Y3 statutory spelling words correctly.</li> </ul>	<ul style="list-style-type: none"> <li>• To spell all of the Y3 and Y4 statutory spelling words correctly.</li> </ul>	<ul style="list-style-type: none"> <li>• To spell many of the Y5 statutory spelling words correctly.</li> </ul>	<ul style="list-style-type: none"> <li>• To spell all of the Y5 and Y6 statutory spelling words correctly.</li> </ul>
<b>Transcription</b>	<ul style="list-style-type: none"> <li>• Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li> </ul>	<ul style="list-style-type: none"> <li>• Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words</li> </ul>	<ul style="list-style-type: none"> <li>• write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul>	<ul style="list-style-type: none"> <li>• Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul>		

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		and punctuation taught so far.				
<b>Handwriting</b>	<ul style="list-style-type: none"> <li>• sit correctly at a table, holding a pencil comfortably and correctly</li> <li>• begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>• form capital letters</li> <li>• form digits 0-9</li> <li>• understand which letters belong to which handwriting 'families' and to practise these</li> </ul>	<ul style="list-style-type: none"> <li>• form lower-case letters of the correct size relative to one another</li> <li>• start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>• write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>• use spacing between words that reflects the size of the letters.</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• increase the legibility, consistency and quality of their handwriting</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• increase the legibility, consistency and quality of their handwriting</li> </ul>	<ul style="list-style-type: none"> <li>• choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>• choosing the writing implement that is best suited for a task</li> </ul>	<ul style="list-style-type: none"> <li>• choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>• choosing the writing implement that is best suited for a task</li> </ul>

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<p><b>Contexts for Writing</b></p>		<ul style="list-style-type: none"> <li>• writing narratives about personal experiences and those of others (real and fictional)</li> <li>• writing about real events</li> <li>• writing poetry</li> <li>• writing for different purposes</li> </ul>	<ul style="list-style-type: none"> <li>• discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> </ul>	<ul style="list-style-type: none"> <li>• discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> </ul>	<ul style="list-style-type: none"> <li>• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>• in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul>	<ul style="list-style-type: none"> <li>• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>• in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul>
<p><b>Planning Writing</b></p>	<ul style="list-style-type: none"> <li>• saying out loud what they are going to write about</li> <li>• composing a sentence orally before writing it</li> </ul>	<ul style="list-style-type: none"> <li>• planning or saying out loud what they are going to write about</li> </ul>	<ul style="list-style-type: none"> <li>• discussing and recording ideas</li> <li>• composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing</li> </ul>	<ul style="list-style-type: none"> <li>• discussing and recording ideas</li> <li>• composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> </ul>	<ul style="list-style-type: none"> <li>• noting and developing initial ideas, drawing on reading and research where necessary</li> </ul>	<ul style="list-style-type: none"> <li>• noting and developing initial ideas, drawing on reading and research where necessary</li> </ul>

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			range of sentence structures			
<b>Drafting Writing</b>	<ul style="list-style-type: none"> <li>sequencing sentences to form short narratives</li> <li>re-reading what they have written to check that it makes sense</li> </ul>	<ul style="list-style-type: none"> <li>writing down ideas and/or key words, including new vocabulary</li> <li>encapsulating what they want to say, sentence by sentence</li> </ul>	<ul style="list-style-type: none"> <li>organising paragraphs around a theme</li> <li>in narratives, creating settings, characters and plot</li> <li>in non-narrative material, using simple organisational devices (headings &amp; subheadings)</li> </ul>	<ul style="list-style-type: none"> <li>organising paragraphs around a theme</li> <li>in narratives, creating settings, characters and plot</li> <li>in non-narrative material, using simple organisational devices (headings &amp; subheadings)</li> </ul>	<ul style="list-style-type: none"> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>precising longer passages</li> <li>using a wide range of devices to build cohesion within and across paragraphs</li> <li>using further organisational and presentational devices to structure text and to guide the reader</li> </ul>	<ul style="list-style-type: none"> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>precising longer passages</li> <li>using a wide range of devices to build cohesion within and across paragraphs</li> <li>using further organisational and presentational devices to structure text and to guide the reader</li> </ul>

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<p><b>Editing Writing</b></p>	<ul style="list-style-type: none"> <li>• discuss what they have written with the teacher or other pupils</li> </ul>	<ul style="list-style-type: none"> <li>• evaluating their writing with the teacher and other pupils</li> <li>• 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</li> <li>• proofreading to check for errors in spelling, grammar and punctuation</li> </ul>	<ul style="list-style-type: none"> <li>• assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>• proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>• proofread for spelling and punctuation errors</li> </ul>	<ul style="list-style-type: none"> <li>• assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>• proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>• proofread for spelling and punctuation errors</li> </ul>	<ul style="list-style-type: none"> <li>• assessing the effectiveness of their own and others' writing</li> <li>• proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>• ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>• ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>• proofread for spelling and punctuation errors</li> </ul>	<ul style="list-style-type: none"> <li>• assessing the effectiveness of their own and others' writing</li> <li>• proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>• ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>• ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>• proofread for spelling and punctuation errors</li> </ul>
<p><b>Performing Writing</b></p>	<ul style="list-style-type: none"> <li>• read their writing aloud clearly enough to</li> </ul>	<ul style="list-style-type: none"> <li>• read aloud what they have written with</li> </ul>	<ul style="list-style-type: none"> <li>• read their own writing aloud, to a group or the</li> </ul>	<ul style="list-style-type: none"> <li>• read their own writing aloud, to a group or the whole</li> </ul>	<ul style="list-style-type: none"> <li>• perform their own compositions, using appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• perform their own compositions, using appropriate intonation,</li> </ul>

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	be heard by their peers and the teacher.	appropriate intonation to make the meaning clear	whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	intonation, volume, and movement so that meaning is clear.	volume, and movement so that meaning is clear.
<b>Sentence construction and tense</b>	<ul style="list-style-type: none"> <li>To use simple sentence structures.</li> </ul>	<ul style="list-style-type: none"> <li>To use the present tense and the past tense mostly correctly and consistently.</li> <li>To form sentences with different forms: statement, question, exclamation, command.</li> <li>To use some features of written Standard English.</li> </ul>	<ul style="list-style-type: none"> <li>To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement.</li> <li>To use 'a' or 'an' correctly throughout a piece of writing.</li> </ul>	<ul style="list-style-type: none"> <li>To always maintain an accurate tense throughout a piece of writing.</li> <li>To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'.</li> </ul>	<ul style="list-style-type: none"> <li>To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.</li> <li>To ensure the consistent and correct use of tense throughout all pieces of writing.</li> </ul>	<ul style="list-style-type: none"> <li>To ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural.</li> </ul>
<b>Grammar/ Use of phrases and clauses (edited to</b>	<ul style="list-style-type: none"> <li>regular plural noun suffixes (-s, -es)</li> <li>verb suffixes where root word</li> </ul>	<ul style="list-style-type: none"> <li>sentences with different forms: statement, question,</li> </ul>	<ul style="list-style-type: none"> <li>using the present perfect form of verbs in contrast to the past tense</li> </ul>	<ul style="list-style-type: none"> <li>using fronted adverbials</li> <li>difference between plural and possessive -s</li> </ul>	<ul style="list-style-type: none"> <li>using relative clauses beginning with who, which, where, when, whose, that or with an</li> </ul>	<ul style="list-style-type: none"> <li>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> </ul>



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<p>reflect content in Appendix 2)</p>	<p>is unchanged (-ing, -ed, -er)</p> <ul style="list-style-type: none"> <li>• un- prefix to change meaning of adjectives/adverbs</li> <li>• to combine words to make sentences, including using and</li> <li>• Sequencing sentences to form short narratives</li> <li>• separation of words with spaces</li> <li>• sentence demarcation (. ! ?)</li> <li>• capital letters for names and pronoun 'I')</li> </ul>	<p>exclamation, command</p> <ul style="list-style-type: none"> <li>• the present and past tenses correctly and consistently including the progressive form</li> <li>• subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> <li>• some features of written Standard English</li> <li>• suffixes to form new words (-ful, -er, -ness)</li> <li>• sentence demarcation</li> <li>• commas in lists</li> <li>• apostrophes for omission &amp; singular possession</li> </ul>	<ul style="list-style-type: none"> <li>• form nouns using prefixes (super-, anti-)</li> <li>• use the correct form of 'a' or 'an'</li> <li>• word families based on common words (solve, solution, dissolve, insoluble)</li> </ul>	<ul style="list-style-type: none"> <li>• Standard English verb inflections (I did vs I done)</li> <li>• extended noun phrases, including with prepositions</li> <li>• appropriate choice of pronoun or noun to create cohesion</li> </ul>	<p>implied (i.e. omitted) relative pronoun</p> <ul style="list-style-type: none"> <li>• converting nouns or adjectives into verbs</li> <li>• verb prefixes</li> <li>• devices to build cohesion, including adverbials of time, place and number</li> </ul>	<ul style="list-style-type: none"> <li>• using passive verbs to affect the presentation of information in a sentence</li> <li>• using the perfect form of verbs to mark relationships of time and cause</li> <li>• differences in informal and formal language</li> <li>• synonyms &amp; Antonyms</li> <li>• further cohesive devices such as grammatical connections and adverbials</li> <li>• use of ellipsis</li> </ul>
<p>Punctuation (edited to</p>	<ul style="list-style-type: none"> <li>• beginning to punctuate sentences using a</li> </ul>	<ul style="list-style-type: none"> <li>• learning how to use both familiar and new</li> </ul>	<ul style="list-style-type: none"> <li>• using and punctuating direct speech (i.e.</li> </ul>	<ul style="list-style-type: none"> <li>• using commas after fronted adverbials</li> </ul>	<ul style="list-style-type: none"> <li>• using commas to clarify meaning or</li> </ul>	<ul style="list-style-type: none"> <li>• using hyphens to avoid ambiguity</li> </ul>

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<p>reflect content in Appendix 2)</p>	<p>capital letter and a full stop, question mark or exclamation mark</p> <ul style="list-style-type: none"> <li>• using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> </ul>	<p>punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</p>	<p>Inverted commas)</p>	<ul style="list-style-type: none"> <li>• indicating possession by using the possessive apostrophe with singular and plural nouns</li> <li>• using and punctuating direct speech (including punctuation within and surrounding inverted commas)</li> </ul>	<p>avoid ambiguity in writing</p> <ul style="list-style-type: none"> <li>• using brackets, dashes or commas to indicate parenthesis</li> </ul>	<ul style="list-style-type: none"> <li>• using semicolons, colons or dashes to mark boundaries between independent clauses</li> <li>• using a colon to introduce a list</li> <li>• punctuating bullet points consistently</li> </ul>
<p><b>Grammatical Terminology</b></p>	<p>letter, capital letter, word, singular, plural , sentence punctuation, full stop, question mark, exclamation mark</p>	<p>noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix , adverb tense (past, present) , apostrophe, comma</p>	<p>adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')</p>	<p>determiner, pronoun, possessive pronoun, adverbial</p>	<p>modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</p>	<p>subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</p>

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