

Skills Progression Writing Reception to Year 4

Skills	Year R	Year 1	Year 2	Year 3	Year 4
<p>Phonics & spelling children should:</p> <p>All teachers need to refer to English NC Appendix 1 spellings to ensure ALL spelling coverage.</p>	<p>Listen to and hear the sounds in CVC, CVCC and CCVC words.</p> <p>Recall &/identify the taught GPCs (the letters that represent the sounds) (including some digraphs) on a grapheme mat and use this when writing.</p> <p>Spell some Phase 2 LW tricky words (See appendix A)</p> <p>Spell dictated sounds, words and sentences when appropriate.</p>	<p>Write from memory simple sentences <u>dictated</u> by the teacher that include words they should know.</p> <p>Spell words containing each of the 40+ phonemes taught</p> <p>Spell all Phase 2 and Phase 3</p> <p>LW tricky words (see appendix A)</p> <p>Spell some Phase 4 LW tricky words. (see appendix A)</p> <p>Days of the week</p> <p>Name the letters of the alphabet in order.</p> <p>Using letter names to distinguish between alternative spellings of the same sound.</p> <p>Segment spoken words into sounds before choosing graphemes to represent the sounds.</p> <p>Spell words with adjacent consonants.</p> <p>Use the spelling rule for adding -s or -es.</p> <p>Use the prefix un-</p>	<p>Write from memory a range of sentence types <u>dictated</u> by the teacher that include words they should know.</p> <p>Segment spoken words into phonemes and represent these by graphemes, spelling many correctly.</p> <p>Learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including some common homophones (alternative spellings of the same sound) and distinguishing between homophones and near homophones.</p> <p>Spell all Phase 4 and Phase 5 LW tricky words. (See appendix A)</p> <p>Spell the months of year.</p> <p>Spell words with a possessive apostrophe.</p> <p>Spell common words with contractions.</p> <p>Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly</p> <p>Spelling rules from NC English Spelling Appendix 1.</p> <p>To follow LW spelling planning.</p>	<p>Write from memory a range of sentences dictated by the teacher that include words and punctuation taught so far.</p> <p>Spell further homophones</p> <p>Spell words that are often misspelt (See English Appendix 1)</p> <p>Use further prefixes and suffixes and understand how to add them</p> <p>Use the first 2 or 3 letters of a word to check its spelling in a dictionary</p> <p>Spelling rules from NC English spelling Appendix 1.</p> <p>Follow Year 3 No Nonsense spelling programme.</p>	<p>Write from memory a range of sentences dictated by the teacher that include words and punctuation taught so far with increasing fluency.</p> <p>Spell further homophones with increasing accuracy</p> <p>Spell words that are often misspelt (See English Appendix 1) with increasing accuracy and independence</p> <p>Use a larger range prefixes and suffixes and understand how to add them</p> <p>Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</p> <p>Use the first 2 or 3 letters of a word to check its spelling in a dictionary</p> <p>Spelling rules from NC English spelling Appendix 1.</p> <p>Follow Year 4 No Nonsense spelling programme.</p>

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		<p>Use -ing, -ed, -er and -est where no change is needed in the spelling of root word.</p> <p>Use letters and sounds in progression using Little Wandle.</p> <p>Spelling rules from NC English Spelling Appendix 1.</p>			
<p>Handwriting children should:</p>	<p>Develop their fine motor skills so that they can use a range of tools competently, safely and confidently</p> <p>To show good control and coordination in large and small movements.</p> <p>Form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Know how to write the taught letters correctly</p> <p>Focus on quality over quantity - do not use tracing over dotted lines</p> <p><i>Sit correctly at a table, holding a pencil comfortably and correctly with support/reminders</i></p> <p>To do this, follow LW handwriting plans.</p>	<p>Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>Form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>Form capital letters starting and finishing in the correct positions.</p> <p>Form digits 0-9 correctly</p> <p>Understand which letter belong to which handwriting 'family'</p> <p>Consistently sitting correctly at a table, holding a pencil comfortably and correctly</p> <p>To do this, follow LW handwriting plans from Autumn 1-Spring 2- Teach formation along with new sounds.</p>	<p>Form lower-case letters of the correct size relative to one another</p> <p>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</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</p> <p>Use spacing between words that reflects the size of the letters.</p> <p>Follow Nelsons handwriting Year 1, unit 15- unit 27</p> <p>Follow Nelsons handwriting Year 2, unit 1- unit 28</p>	<p>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</p> <p>Increase the legibility, consistency and quality of their handwriting</p> <p>Follow Nelsons handwriting Year 3, all units.</p>	<p>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</p> <p>Increase the legibility, consistency and quality of their handwriting</p> <p>Increase legibility, fluency and quality of handwriting</p> <p>Follow Nelsons handwriting Year 4, all units.</p>

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		Follow Nelsons handwriting Year 1, unit 1-14 in summer 1 and summer 2			
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<p>Purpose for Writing children should:</p>	<p>Opportunities for child-initiated writing (in role, and for purpose)</p> <p>Opportunities to talk for a purpose - back and forth conversations with an adult.</p> <p>Writing opportunities need to be short and focussed for example a label after teacher modelling.</p>	<p>Short purposeful opportunities to compose sentences for example "We went to the park. We went on the swings. It was fun"</p>	<p>Writing narratives about personal experiences and those of others (real and fictional)</p> <p>Writing about real events</p> <p>Writing poetry</p> <p>Writing for different purposes (To inform and entertain)</p> <p>Refer to Year 2 planning units.</p>	<p>Continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum. These purposes and audiences should underpin the decisions about the form the writing should take, such as a narrative, an explanation, or a description.</p> <p>With whole text scaffolding</p> <p>Refer to Year 3 planning units.</p>	<p>Continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum. These purposes and audiences should underpin the decisions about the form the writing should take, such as a narrative, an explanation, or a description.</p> <p>With reduction in scaffolding as confidence increases.</p> <p>Refer to Year 4 planning units.</p>
<p>Planning Writing children should:</p>	<p>Think of and say a simple sentence that makes sense</p> <p>Talk about and respond to stories (rhymes and songs) with actions, recalling key events and innovating (alternate aspect). e.g character, settings, object.</p> <p>Talk about elements of a topic using newly introduced vocabulary and extending spoken sentences using a range of conjunctions to offer</p>	<p>Orally compose the sentence they will write with adult modelling or support for example using a sentence stem.</p>	<p>Plan or say out loud (including drama and roleplay) what they are going to write about with increasing independence. This must be done a sentence at a time to encapsulate what they want to say.</p>	<p>Read and discuss writing similar to that which they are planning to write to understand and learn from its structure, vocabulary and grammar.</p> <p>Discuss and record idea that focus on grouping information into paragraphs.</p> <p>Compose and rehearse sentences orally when necessary - including dialogue</p> <p>A range of planning procedures are modelled by the teacher.</p>	<p>Read and discuss writing similar to that which they are planning to write to understand and learn from its structure, vocabulary and grammar.</p> <p>Discuss and record ideas that focus on grouping information into paragraphs.</p> <p>Compose and rehearse sentences orally when necessary (including dialogue)</p> <p>A range of planning procedures are used and adapted by the writer with growing independence.</p>

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	extra explanation and detail with correct tenses and grammar. (C&L)				
Drafting Writing children should:	<p>Write a dictated simple sentence by the end of the year for example</p> <p>When ready after teacher modelling write a label</p> <p>Write a phonetically plausible phrase and or sentence</p> <p>For example, Jack had magic beans (magic beans) Mum was sad</p>	<p>Sequence sentences that make sense. For example, Jack went to the market Mum was sad and she threw the beans He saw a giant and a pot of gold</p>	<p>Compose simple texts a sentence at a time that make sense.</p> <p>Use a range of sentence types (command, statement, question and exclamation)</p> <p>Encapsulate what they want to say, sentence by sentence</p> <p>For example, Jack got magic beans from an old man but his mum was angry. Why did jack climb the beanstalk?</p>	<p>To begin to progressively build a varied and rich vocabulary and an increasing range of sentence structures</p> <p>With support and modelling organise paragraphs around a theme</p> <p>In narratives begin to, create settings, characters and plot</p> <p>In non-narrative material begin to, use simple organisational devices (headings & subheadings)</p>	<p>With increasing independence progressively build a varied and rich vocabulary and an increasing range of sentence structures</p> <p>To consistently organise paragraphs around a theme to add cohesion and aid the reader</p> <p>In narratives create settings, characters and plot</p> <p>In non-narrative material, use simple organisational devices (headings & subheadings)</p>
Editing Writing children should:	<p>Teacher to check pupil work and pupil will correct any letter formation issues.</p> <p>Teacher to check pupil work for phonic level spelling.</p>	<p>Read their work aloud to check that it makes sense.</p> <p>Discuss what they have written with the teacher or other pupils</p>	<p>Evaluate their writing with the teacher and other pupils in line with year group expectations.</p> <p>Re-read to check that their writing makes sense and that the correct tense and grammar is used throughout</p>	<p>Begin to assess the effectiveness of their own and others' writing and suggest improvements</p>	<p>With increasing accuracy and independence assess the effectiveness of their own and others' writing and suggest improvements</p>
			<p>Proofread to check for errors in spelling, grammar and punctuation.</p>	<p>Begin to proofread for spelling and punctuation errors</p> <p>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 - with support from teacher and with modelling.</p> <p>Re-reading to check their meaning is clear, including doing so as the writing</p>	<p>With increasing accuracy proofread for spelling and punctuation errors</p> <p>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.</p> <p>Re-reading to check their meaning is clear, including</p>

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				develops - with teacher modelling	doing so as the writing develops with increasing independence and accuracy.
<p>Vocabulary and Grammar children should:</p>	<p>Talk about elements of a topic using newly introduced vocabulary and extending sentences using a range of conjunctions to offer extra explanation and detail with correct tenses.</p>	<p>Talk about elements of a topic using newly introduced vocabulary and extending sentences using a range of conjunctions to offer extra explanation and detail with correct tenses.</p> <p>Join words and joining clauses using "and"</p> <p><i>Use familiar adjectives to add detail e.g. red apple, bad wolf.</i></p> <p><i>Introduce ambitious vocabulary</i></p> <p>Use regular plural noun suffixes (-s, -es)</p> <p>Use verb suffixes where root word is unchanged (-ing, -ed, -er)</p> <p>Use the un- prefix to change meaning of adjectives/adverbs</p> <p>Combine words to make sentences, including using and sequence sentences to form short narratives</p> <p>See English NC Appendix 2</p>	<p>Use expanded noun phrases to describe and specify</p> <p>Attempt some varied vocab and use some varied sentence openings e.g. time connectives</p> <p>Use subordination (using when, if, that, or because)</p> <p>Use coordination (using or, and, or but)</p> <p>Use sentences with different forms: statement, question, exclamation, command</p> <p>Use the present and past tenses correctly and consistently including the progressive form</p> <p>Use extended simple sentences e.g. including adverbs and adjectives to add interest</p> <p>Use some features of written Standard English</p> <p>Learn how to use selected grammar for Year 2</p> <p>Use and understand grammatical terminology when discussing writing</p> <p>See English NC Appendix 2</p>	<p>Begin to extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Begin to use the present perfect form of verbs in contrast to the past tense</p> <p>Form words using prefixes</p> <p>Use the correct form of 'a' or 'an'</p> <p>Use different sentence starters</p> <p>Use conjunctions, adverbs and prepositions to express time and cause</p> <p>Learn, use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. repetition</p> <p>See English NC Appendix 2</p>	<p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although which are sometimes in varied positions within sentences</p> <p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition consistently and effectively</p> <p>Use the present perfect form of verbs in contrast to the past tense</p> <p>Form words using prefixes (A wider range)</p> <p>Use the correct form of 'a' or 'an'</p> <p>Use word families based on common words (solve, solution, dissolve, insoluble)</p> <p>Use fronted adverbials</p> <p>Learn, use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and</p>

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					reading. repetition See English NC Appendix 2
Punctuation children should:	<p>Sometimes using a capital letter and full stop Consistent finger space. (LIT)</p>	<p>Leave spaces between words</p> <p>Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> <p>Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p> <p>See English NC Appendix 2</p>	<p>Use apostrophes for omission & singular possession</p> <p>Develop accuracy with:</p> <p>Full stops and capital letters and question marks use sentence demarcation.</p> <p>Exclamation marks and commas in a list</p> <p>Apostrophes for contracted form and for possession</p> <p>See English NC Appendix 2</p>	<p>To use the full range of punctuation from previous year groups</p> <p>To punctuate direct speech accurately including the use of inverted commas</p> <p>See English NC Appendix 2</p>	<p>Use commas after fronted adverbials</p> <p>Indicate possession by using the possessive apostrophe with singular and plural nouns</p> <p>Use and punctuate direct speech (including punctuation within and surrounding inverted commas)</p> <p>See English NC Appendix 2</p>