Sheriffhales Primary School and Pre-School Writing Progression

	Acorns	Willow		Oak		Lime	
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Transcription spelling	• Spell words by identifying sounds in them and representing the sounds with a letter or letters.	• Name the letters of the alphabet. • Add prefixes and suffixes. • Apply simple spelling rules and guidance, as listed in English Appendix 1. • Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.	• Add suffixes to spell longer words. • Apply spelling rules and guidance, as listed in English Appendix 1. • Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.	• Use further prefixes and suffixes and understand how to add them (English Appendix 1). • Spell further homophones. • Spell words that are often misspelt (English Appendix 1). • Use the first two or three letters of a word to check its spelling in a dictionary. • Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	• Use further prefixes and suffixes and understand how to add them (English Appendix 1). • Spell further homophones. • Spell words that are often misspelt (English Appendix 1). • Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]. • Use the first two or three letters of a word to check its spelling in a dictionary. • Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	• Use further prefixes and suffixes and understand the guidance for adding them. • Spell some words with 'silent' letters [for example, knight, psalm, solemn]. • Continue to distinguish between homophones and other words which are often confused. • Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1. • Use dictionaries to check the spelling and meaning of words. • Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.	• Use further prefixes and suffixes and understand the guidance for adding them. • Continue to distinguish between homophones and other words which are often confused. • Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1. • Use dictionaries to check the spelling and meaning of words. • Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. • Use a thesaurus.

						• Use a thesaurus.	
Transcription handwriting	• Write recognisable letters, most of which are correctly formed.	• Sit correctly at a table, holding a pencil comfortably and correctly. • Begin to form lowercase 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) and to practise these.	• Form lower-case letters of the correct size relative to one another. • 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. • Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. • Use spacing between words that reflects the size of the letters.	• 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 [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].	• 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 [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].	• Write legibly, fluently and with increasing speed.	• Write legibly, fluently and with increasing speed.
Composition	• Write simple phrases and sentences that can be read by others.	• Write sentences. • Discuss what they have written with the teacher or other pupils. • Read aloud their writing clearly enough to be heard by their peers and the teacher.	• Develop positive attitudes towards and stamina for writing. • Consider what they are going to write before beginning. • Make simple additions, revisions and corrections to their own writing.	• Plan their writing. • Draft and write. • Evaluate and edit. • Proof-read for spelling and punctuation errors. • Read aloud their own writing, to a group or the whole class, using appropriate intonation and	• Plan their writing. • Draft and write. • Evaluate and edit. • Proof-read for spelling and punctuation errors. • Read aloud their own writing, to a group or the whole class, using appropriate intonation and	• Plan their writing. • Draft and write. • Evaluate and edit. • Proof-read for spelling and punctuation errors. • Perform their own compositions, using appropriate intonation, volume, and movement so	• Plan their writing. • Draft and write. • Evaluate and edit. • Proof-read for spelling and punctuation errors. • Perform their own compositions, using appropriate intonation, volume, and movement so

			• Read aloud what they have written with appropriate intonation to make the meaning clear.	controlling the tone and volume so that the meaning is clear.	controlling the tone and volume so that the meaning is clear.	that meaning is clear.	that meaning is clear.
Vocabulary, grammar and punctuation		• 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' • Learning the grammar for year 1 in English Appendix 2.	• Develop their understanding of the concepts set out in English Appendix 2. • Learn how to use the year 2 grammatical devices. • Use and understand the grammatical terminology in English Appendix 2 in discussing their writing	• Develop their understanding of the concepts set out in English Appendix 2. • Indicate grammatical and other features. • Grammar should be taught explicitly. Children should use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.	• Develop their understanding of the concepts set out in English Appendix 2. • Indicate grammatical and other features. • Grammar should be taught explicitly. Children should use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.	• Develop their understanding of the concepts set out in English Appendix 2. • Indicate grammatical and other features. • Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.	• Develop their understanding of the concepts set out in English Appendix 2. • Indicate grammatical and other features. • Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.
Spoken Language These targets are for all years, and the content should be taught at an age-appropriate level.		1. Listen and respond appropriately to adults and their peers. 2. Ask relevant questions to extend their understanding and knowledge. 3. Use relevant strategies to build their vocabulary. 4. Articulate and justify answers, arguments and opinions. 5. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. 6. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. 7. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. 8. Speak audibly and fluently with an increasing command of Standard English. 9. Participate in discussions, presentations, performances, role play, improvisations and debates. 10. Gain, maintain and monitor the interest of the listener(s). 11. Consider and evaluate different viewpoints, attending to and building on the contributions of others.					

		12. Select and use appropriate registers for effective communication.
Enrichment	Author visits Pantomime House poetry competition. Poetry readings. Create a diverse, rich language and literacy environment that demonstrates the written word in all its forms.	