

BRW English Progression Document (Writing)



Year Group	Spelling - Transcription	Handwriting	Vocabulary, Grammar and Punctuation	Composition	Writing Genres
FS1	<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; writing 'm' for mummy. Write some or all of their name.</p> <p>Be able to link the first two sets of phonemes/graphemes and know that these sounds can be blended to read words and segmented to write words.</p> <p>Write some initial sounds of words, using graphemes taught so far.</p>	<p>Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.</p> <p>Be able to retrace vertical lines.</p> <p>Write some letters accurately.</p>	<p>Retell a story from beginning to end using expression and actions (Talk 4 Writing).</p>	<p>Begin to play with stories, innovating and changing some sentences by swapping words over.</p>	N/A
FS2	<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>Write sentences that are phonetically plausible and include CEW(s).</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>	<p>Write short sentences with words with known letter-sound correspondences using a capital letter, finger spaces and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p>	<p>Write simple phrases and sentences that can be read by others. Use the Talk 4 Writing approach to imitate, innovate and invent own stories, changing more than one aspect.</p>	N/A
1	<p>I can spell words from my Year 1 word list correctly most of the time and use phonetically plausible attempts for other/longer words, splitting words up into syllables when needed.</p> <p>I can spell most of the common exception words correctly.</p> <p>I know the names of all the letters of the alphabet in order.</p> <p>I know some sounds can be spelt in different ways using different letters.</p> <p>I can spell the days of the week.</p> <p>I can use the spelling rules for adding –s or –es for nouns (and the third person singular marker for verbs)</p> <p>I can add un- to create a new word and change the meaning and I spell words correctly by adding -ing, -ed, -er and -est to create new words such as helping, helped, helper.</p> <p>I can write out a sentence told to me by my teacher using the GPCs and common exception words taught so far.</p>	<p>When writing, I sit comfortably, hold a pencil correctly and I can tell you how some letters are similar and can be put into handwriting 'families'.</p> <p>I can form most lower case letters correctly, starting and finishing in the right place.</p> <p>I can form capital letters. I can write the numbers 1,2,3,4,5,6,7,8,9,0 correctly.</p>	<p>Sentence structure is mostly accurate.</p> <p>I can show some use of exclamation and question marks.</p> <p>I am beginning to use a capital letter and a full stop to start and end most sentences correctly.</p> <p>I can use time adverbs, word banks and include some adjectives to add detail.</p> <p>I can use 'I' for pronouns and capital letters for names of people, places and days of the week.</p> <p>I can add together two sentences using 'and'.</p> <p>I attempt to use other words (conjunctions) to join sentences.</p>	<p>I sequence sentences to form short narratives (with a simple beginning middle and end) and can write sentences in chronological order to recount an event or experience.</p> <p>I can retell a number of simple stories in complete sentences using storytelling language.</p> <p>I can re read my sentences to check they make sense and discuss what I have written with the teacher or my friends.</p> <p>I practise my complete sentences out loud before writing down.</p> <p>I know that words can be put together to build sentences and I leave spaces between words</p> <p>I sequence sentences to form short narratives (with a simple beginning middle and end) and can write sentences in chronological order to recount an event or experience.</p>	<p>Writing to entertain: Poetry (revisit poems studied in FS and develop deeper understanding)</p> <p>Story – retelling (link back to their work in FS on stories and story words – T4W)</p> <p>Letter Writing</p> <p>Writing to inform: Recount to inform – historical or Biblical story (use story time adverbials from FS)</p> <p>Letter Writing</p>
2	<p>I can spell many common exception word and some words with contracted forms (I'll, we'd, aren't, couldn't)</p> <p>I can segment spoken words into phonemes and represent these using graphemes, spelling many correctly.</p> <p>I add and use suffixes to spell some longer words correctly, (including -ment, -ness, -ful, -less, -ly) and know these change words into adjectives/adverbs.</p> <p>I can use the possessive apostrophe (singular) in my spelling correctly most of the time.</p> <p>I use knowledge of different phonemes and learn some words with each spelling including, a few common homophones (know the difference between homophones and near-homophones).</p> <p>I can write out from memory a simple sentence told to me by my teacher, using GPC, tricky words and punctuation learnt so far.</p> <p>I use syllables to divide words, can find known phonemes in unfamiliar words and know some words are made by joining two different words together (compound) words.</p>	<p>My capital letters, lowercase letters and digits are correct and consistent in size and are the correct way round.</p> <p>I know and can use diagonal and horizontal strokes when joining letters in some of my writing. I know which letters are best left unjoined.</p>	<p>I understand and can correctly use, write and punctuate sentences which have a different purpose (statement, exclamation, command, question).</p> <p>I can use some expanded noun phrases to add detail and make my writing more interesting.</p> <p>I use coordinators (for, and, nor, but, or, yet, so) and some subordination (when, if, that, because) to join sentences.</p> <p>I consistently use the present tense and past tense mostly correctly.</p> <p>I can use commas correctly when making a list of things.</p> <p>I can use the progressive forms of verbs in the present and past tense. (I was walking, we were walking etc.)</p> <p>I use capital letters for names of people, places, day of the week and the personal pronoun 'I'.</p>	<p>My writing is organised in sections and according to its purpose. I can read it aloud with expressions so people understand it.</p> <p>I will re-read my work to make sure it makes sense, correct mistakes in spelling, grammar, punctuation and make improved changes sometimes independently or with some guidance/discussion.</p> <p>Narrative structure has a clear beginning, middle and end. Non-narrative writing has clear opening and closing sentences appropriate to the text.</p> <p>I can write a narrative based on something that has happened to me or a familiar story, changing one or more elements and using story language.</p> <p>Before writing I plan and practise saying out loud my sentences/ sequence of sentences writing down ideas, key words including new vocabulary.</p> <p>I use spacing between words that reflects the size of the letters.</p> <p>I write and punctuate most sentences with capital letters and full stops with some use of question marks and exclamation marks.</p>	<p>Writing to entertain: Poetry (revisit poems previously studied and deepen understanding)</p> <p>Setting or character description</p> <p>Writing to inform: First person writing – writing in role: Diary Writing or similar. (Link back to Letter Writing in Yr 1 – writing in role – first person.)</p> <p>Instructions</p> <p>Diary Writing</p>
3	<p>I can identify the root words and know some words belong to word families (such as solve, solution, solver, dissolve) which helps me work out the meaning.</p> <p>I can spell words with additional prefixes and suffixes and understand how to add them to root words. e.g. form nouns using super, anti, auto.</p> <p>Spelling rules and patterns from the Y3/4-word list are being used with increasing accuracy including recognising and spelling homophones e.g. he'll, heel, heal.</p> <p>I can use the first two letters of a word to check a spelling in a dictionary.</p>	<p>I use the diagonal and horizontal strokes that are needed to join letters. I know which letters should be left unjoined.</p>	<p>I sometimes use commas to mark clauses and phrases.</p> <p>I use apostrophes for contractions correctly and apostrophes for possession (including plural possession) with increasing accuracy.</p> <p>I add detail by expanding the noun phrase before and after the noun and with the use of adverbials.</p> <p>I can use carefully selected, adventurous vocabulary to make my writing interesting.</p> <p>I use capital letters accurately for proper nouns.</p> <p>I can write sentences which contain more than one clause, (complex sentence) by using a wider range of conjunctions, such as when, if, because and although.</p> <p>I can use the present, past and progressive verb forms appropriately and consistently.</p> <p>I can use conjunctions, adverbs and prepositions to sequence and to express time and cause in my writing.</p> <p>I know and can use inverted commas correctly most of the time to punctuate direct speech.</p> <p>I use the perfect form of verbs to mark the relationship of time and cause.</p> <p>I can use the first and third person correctly most of the time throughout my writing.</p> <p>I can use simple and compound sentences accurately and punctuate these correctly most of the time.</p>	<p>I vary my sentence openings and use paragraphs in narrative to organise sections.</p> <p>I make sure the purpose and audience for my writing is clear throughout the text.</p> <p>I can discuss models of writing, noting its structure, grammatical features and use of vocabulary and use these in my own writing.</p> <p>I can proof-read to check for errors in spelling, grammar and punctuation.</p> <p>I can make improvements and changes in my writing and others following discussion or marking.</p> <p>I can write a narrative with a clear structure, setting, characters and plot. My resolutions and endings are developed.</p> <p>I can write non-narrative using simple organisational devices (headings and sub-headings) and my endings link to the content.</p>	<p>Writing to entertain: Poetry (revisit poems previously studied and deepen understanding)</p> <p>Character or Setting description (Link back to the descriptive work from Yr 2)</p> <p>Play script</p> <p>Writing to inform: Biography (remind children of the formality of instructions genre in Yr 2)</p> <p>Writing to persuade: Persuasive Letter (link back to Letter Writing in Yr 1)</p> <p>Writing to discuss: Book or Film Review (Link back to work in Yr 2 on First person writing – writing that includes your own opinions)</p>
4	<p>I know, understand and can spell words with prefixes and suffixes and can add them to root words e.g. ation, ous, ion, ian.</p> <p>I can recognise and spell an increasing number of homophones e.g. accept and except, whose and who's.</p> <p>I can use the spelling rules and patterns from Y3/4 accurately with some exception words spelled correctly.</p> <p>I can use the first two or three letters of a word to check a spelling in a dictionary.</p>	<p>I use the diagonal and horizontal strokes that are needed to join letters and understand which letters should be left unjoined.</p> <p>My handwriting is legible, consistent and fluent down strokes of letters are parallel and equidistant; lines of writing are spaced</p>	<p>I use commas after well-chosen fronted adverbials of place, time and manner.</p> <p>I punctuate my sentences mostly correctly, including commas for clauses.</p> <p>I can use noun phrases which are expanded by adding adjectives, nouns, adverbial and preposition phrases.</p> <p>I use simple, compound and complex sentences effectively for complicated/detailed information and ideas.</p>	<p>I proof-read for spelling and punctuation errors, edit and draft independently to make improvements to my writing and improve the impact on the reader.</p> <p>I develop my endings and finish the narrative appropriately, linking to the beginning or a change in a character.</p> <p>My narrative writing is organised into clear sequences (more than a basic beginning and end) includes a clear plot, detailed settings and characters.</p>	<p>Writing to entertain: Poetry (revisit poems previously studied and deepen understanding)</p> <p>Short story – fables/ myth/ legend: (Link back to storytelling in KS1.)</p>

		sufficiently so that ascenders and descenders of letters do not touch.	<p>I make an appropriate choice of pronoun and noun within and across sentences to avoid repetition.</p> <p>I can use inverted commas (for direct speech) and punctuation within them correctly.</p> <p>I use apostrophes for contractions correctly and apostrophes for possession (including plural possession) accurately. Events in narrative writing are moved forward with the use of action, description and dialogue.</p>	<p>I can use paragraphs to signal a change of event, time or place and often open sentences in different ways to create effects.</p> <p>I develop characters and chose and use verbs to 'show and not tell' the reader.</p> <p>I can rehearse my sentence orally to ensure I use Standard English.</p> <p>In my writing the purpose and audience is always made clear it engages with and has an impact on the reader.</p> <p>My non-narrative writing has a clear purpose, structure and gives the reader relevant information (paragraphs have a topic sentence which introduces the content and persuasive writing has devices and language to direct the reader to one point of view).</p>	<p>Writing to inform: Explanation Text (Formality of writing – link to instructions work in Yr 2/3.)</p> <p>Writing to persuade: Persuasive Speech (Link to persuasive letter written in Yr 3.)</p> <p>Writing to discuss: Balanced/ Discursive argument –possible link to Topic or Come and See (link back to formal elements of writing Yr 2/3.)</p>
5	<p>I know some words sound the same but are spelled differently and have different meanings. (Homophones, homonyms and homographs).</p> <p>I can use the spelling rules and patterns from Year 5/6 accurately including silent letters with some exception words spelt correctly.</p> <p>I can convert nouns or adjectives into verbs by adding a suffix. (e.g.—ate, -ise, -ify).</p>	<p><i>Prepare for Year 6 objective: I have fluency, legibility and speed in my handwriting, which might be personal in style.</i></p>	<p>I use adverbs or modal verbs to position an argument and indicate certainty or possibility.</p> <p>I can use expanded phrases and relative clauses to add information, showing some use brackets, dashes and commas to indicate parenthesis.</p> <p>I use paragraphs to develop and link ideas, mark time, setting and events using adverbs to link them if needed.</p> <p>I use commas to structure my sentences and clarify the meaning of a text.</p> <p>I punctuate my sentences correctly, most of the time including direct and indirect speech and can use a colon to introduce a list.</p>	<p>In my narrative writing, the plot is well developed, paced and sequenced with the correct tense throughout (mostly) and subject verb agreement.</p> <p>In my non-narrative writing content is well developed, well linked, includes organisational devices and topic sentences to establish main paragraph idea.</p> <p>I can organise my writing and write for a range of audiences and purposes, showing the right level of informality and formality.</p> <p>I can use simple, compound and complex sentences used to begin in different ways, extend meaning, and add variety and interest as appropriate.</p> <p>I can proof read, edit and draft my work to correct errors in tenses, pronouns, spelling and punctuation and suggest improvements in my own and others writing.</p> <p>I write settings, which create an atmosphere. I can use models and structures from my/our reading in my own writing.</p> <p>I can develop characters through description, action and dialogue which moves the story forward.</p> <p>I can use some stylistic devices to create effects in writing (simile, metaphor).</p> <p>I can use adventurous vocabulary to interest the reader, chosen for impact, with growing precision and purpose.</p> <p>I can show the writer's, narrators or characters viewpoint in a controlled way.</p>	<p>Writing to entertain: Poetry (revisit poems previously studied and deepen understanding) oetry Narrative (Link to storytelling in Yr 4 and KS1)</p> <p>Writing to inform: Letter (letter writing covered in Yr 1 and Yr 3 – revisit what they already know.)</p> <p>Writing to persuade: Persuasive writing- campaign/ eco links (link to persuasive writing in LKS2.)</p> <p>Writing to discuss: Newspaper article (Formality of writing - explanation texts/ instructions.)</p>
6	<p>I can spell most words correctly and the commonly mis-spelt words from the Y5/6 word list.</p> <p>I use a range of spelling strategies and the rules and patterns from Key Stage 2 accurately, including converting verbs into nouns by adding a suffix.</p>	<p>I have fluency, legibility and speed in my handwriting, which might be personal in style.</p>	<p>My paragraphs are developed and ideas/information are expanded upon with detail and various sentence structures. I can use the passive voice to present information with a different emphasis.</p> <p>My vocabulary and grammatical structures reflect the level of formality needed. E.g. (subjunctive mood in very formal context).</p> <p>I use inverted commas, commas for clarity and punctuation for parenthesis mostly correctly, making some correct use of semi colons, dashes, colons and hyphens.</p>	<p>I can write a range of effective texts for different purposes and different audiences.</p> <p>I include vivid descriptions of settings, characters and atmosphere appropriately ('show not tell' techniques; precise, impactful vocabulary and stylistic devices).</p> <p>I use passive, modal verbs and adverbs to position an argument and indicate degrees of possibility mostly correctly.</p> <p>Viewpoint in my writing is controlled and convincing. My writing has a clear voice which is sustained.</p> <p>My second drafts show evaluative and reflective thinking. I make effective changes to create effects and impact using feedback from peers and adults to help me.</p> <p>I ensure I use the consistent and correct use of tense throughout a piece of writing.</p> <p>I can use a range of cohesive devices to link ideas within and across sentences and paragraphs (e.g. repetition, adverbials, conjunctive adverbs, generalisers, verb tenses/forms).</p> <p>I proof-read and edit my work effectively to check and correct spelling, punctuation and grammar independently.</p> <p>I can use adverbs, prepositional phrases and expanded noun phrases effectively after phrases to add detail, description and convey complicated information.</p> <p>I use a wide range of clause structures, sometimes changing their position within a sentence for effect, impact, to change the focus and vary sentence openings.</p> <p>I weave dialogue, action and description to convey the character, move events in narrative writing forward and keep the readers interest.</p> <p>I close and conclude my writing well and thoughtfully (e.g. direct comment on the content, pose a question linked to the opening or reflect a change in character).</p> <p>I can use narrative techniques such as flashbacks and shifts in time and stylistic devices for effect, impact and reader interest.</p>	<p>Writing to entertain: Poetry (revisit poems previously studied and deepen understanding)</p> <p>Writing to inform: Non-chronological report (formality of writing – links to work in Yr 2-5)</p> <p>Writing to persuade: Persuasive Speech (Link back to persuasive writing in Yr 3/4/5) Advertising – persuasive writing (revisit persuasive elements of writing covered previously.)</p> <p>Writing to discuss: Newspaper article (Formality of writing - explanation texts/ instructions.) Balanced argument/ evaluation (link back to work in Yr 4)</p>

Staff use the Jane Considine SPaG progression document to effectively link their year group's SPaG objectives to the Writing Genres assigned to their year group.

