



Sunnybrow Primary School
Writing: Small Steps Progression

Objective	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Letter formation/ Handwriting	<ul style="list-style-type: none"> -Sit correctly at a table, holding a pencil comfortably and using a developing tripod grip -Form most lower-case letters in the correct direction, starting and finishing in the right place 	<ul style="list-style-type: none"> -Sit correctly at a table, holding a pencil using an effective tripod grip (BBC position) -Form lower case and capital letters correctly -Form digits 0-9 in the correct direction, starting and finishing in the right place -Understand which letters belong to which 'handwriting families' (letters formed in similar ways) 	<ul style="list-style-type: none"> -Form lowercase, capital letters and digits using 0-9 using the correct size and orientation -Use consistent spacing between words -Use some diagonal and horizontal strokes to join letters 	<ul style="list-style-type: none"> -Use the diagonal and horizontal strokes needed to join letters 	<ul style="list-style-type: none"> -Use diagonal and horizontal strokes to join letters and understand which letters, when adjacent to one another, are best left not joined 	<ul style="list-style-type: none"> -Use diagonal and horizontal joining strokes when writing independently to increase fluency 	<ul style="list-style-type: none"> -Choose a standard of handwriting which is appropriate for a particular task, e.g. quick notes or a final handwritten, presented version -Choose the writing implement which is best suited for a task
				<ul style="list-style-type: none"> -Increase the legibility, consistency and quality of handwriting, by: <ul style="list-style-type: none"> - ensuring that down strokes of letters are parallel and equidistant; -That lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch 			

Spelling

Objective	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term 1	<ul style="list-style-type: none"> -Oral blending and segmenting of cvc words 	<ul style="list-style-type: none"> -vc words -cvc words-short and long vowel sounds -Words with adjacent consonants -Some Y1 CEW/HFWs -Words ending ff, ss, zz, ll, ck -Words with the /ng/ and /nk/ sound -Names the letters of the alphabet in order 	<ul style="list-style-type: none"> -Words with /n/ sound spelt /kn/ and /gn/ at the beginning of words -Words with the /r/ sound spelt /wr/ at the beginning of words -Words with the /j/ sound spelt /dge/, /ge/ and /g/ -Words with the s sounds spelt c before e i y -Adding -ing, -er, -est, -y to words ending in e with a consonant before it -Selecting some correct GPCs in spelling 	<ul style="list-style-type: none"> -Words with the /ai/ sounds spelt /eigh/ei/ or /ey/ -Words containing the /u/ sounds spelt /ou/ -Adding suffixes beginning with vowel letters to words of more than one syllable (words ending with a single consonant preceded by a short vowel double the consonant before adding -ing) 	<ul style="list-style-type: none"> -Spell further homophones and near homophones -words using suffixes -ly, -ation, -ous -Words with endings sounding shuntion, -sion, -ssion, -cian -Words ending with -sure, -ture 	<ul style="list-style-type: none"> -Uses a thesaurus -Words containing the letter string -ough 	<ul style="list-style-type: none"> -homophones and other words that are often confused -Uses a thesaurus and effectively and efficiently

Term 2	<ul style="list-style-type: none"> -Oral blending and segmenting of cvc words -Writing dominant sounds in words 	<ul style="list-style-type: none"> -Words with consonant digraphs and some vowel digraphs/trigraphs -Alternative vowel graphemes (/ay/ai/a-e) -New consonant spellings /ph/ and /wh/ -Words ending in -y -Majority of Y1 HFW/CEW -Spell the singular plural of words -Divides words into syllables 	<ul style="list-style-type: none"> -Words with contractions -Words ending in -le, el, -al and -il -Adding -ies to nouns and verbs ending in y -Adding -ing, -er, -est, -ed to a root word ending in y with a consonant before it -Selects correct GPCs in spelling -Words with the suffix -ly -Uses -ly to turn suffixes into verbs 	<ul style="list-style-type: none"> -the /i/ sound spelt y elsewhere than at the of words -possessive apostrophe with regular plural words -words using prefixes un, dis, mis, in, im, il, ir, re, sub, inter, super, anti -formation of nouns using a range of prefixes such as super, anti, auto 	<ul style="list-style-type: none"> -Words with the /k/ spelt /ch/ -Words with the /sh/ spelt /ch/ -Words ending with the /g/ sound spelt /gue/ and the /k/ sound spelt /que/ -Words with the /s/ sound spelt /sc/ 	<ul style="list-style-type: none"> -Words with the ee sound spelt ei after c -Converting nouns or adjectives into verbs using suffixes (e.g. -ate, -ise, -ify) -Verb prefixes (dis, de, mis, over, re) 	<ul style="list-style-type: none"> -Words with the ending /shus/ spelt -cious, tious -Words with the ending -shul spelt -cial, tial -Words with the endings, ant, ance/ancy, ent, ence, ency -Adding suffixes beginning with the vowel letters to word ending in -fer, (the r is doubled if the -fer is still stressed when the ending is added. The r is not doubled if the -fer is no longer stressed)
Term 3	<ul style="list-style-type: none"> -Spell words by identifying sounds in them and representing the sounds with a letter or letters 	<ul style="list-style-type: none"> -Make phonetically plausible attempts at words containing each of the 40+ phonemes taught -Spell common exception words/HFWs for Y1 -Spell the days of the week -Spell compound words -Spell number names to 20 -Spell words ending in -tch -plurals of nouns and verbs adding s and es -verbs and adjectives where no changes are needed to the root word -adding ing, er, est and ed -words with the prefix un 	<ul style="list-style-type: none"> -Uses phonic knowledge to spell simple monosyllabic and polysyllabic words -Spell Y2 CEW/HFWs -Spell frequently used homophones/near homophones -Words using the possessive apostrophe singular nouns 	<ul style="list-style-type: none"> -Spells many words from the National Curriculum list for Y3/4 -Uses a dictionary (with minimal support) to check spellings of words -Can spell words using knowledge of word families 	<ul style="list-style-type: none"> -Possessive apostrophes with irregular plurals -Spell words from the Y3/4 National Curriculum word list -Use the first 2 or 3 letters of a word to check it's spelling using a dictionary 	<ul style="list-style-type: none"> -Spells many words from the Year 5/6 National Curriculum word list -Uses the first 3 or 4 letters of a word to check spelling and/or meaning in a dictionary -Words ending in -able, -ible -Words ending in -ably, -ibly 	<ul style="list-style-type: none"> -Spells words from the National Curriculum word list for Years 5 and 6 -Uses the full range of spelling rules and patterns as listed in English Programme of Study for Key Stage 1 and 2 accurately -Words using a hyphen to link a prefix to a route word -Words with silent letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) -Developed self-checking and proof-checking strategies

Objective	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Punctuation	<ul style="list-style-type: none"> -Shows an awareness of full stops and capital letters -Use a capital letter for own name and names of family members 	<ul style="list-style-type: none"> -Leaves finger spaces between words -Punctuate sentences using a full stop and capital letter -Understands and sometimes correctly uses exclamation and question marks -Uses capital letters for personal pronoun I, 	<ul style="list-style-type: none"> -Demarcates sentences almost always correctly with - full stops, question marks, exclamation marks, -Use commas in lists -Use apostrophe for contraction and apostrophe for singular possession -Uses capital letters for proper nouns accurately 	<ul style="list-style-type: none"> -Accurately and consistently demarcates sentences with - full stop, question marks, exclamation marks -Use the comma to separate clauses in complex sentences where the subordinate clause appears first, e.g. Although it was raining, 	<ul style="list-style-type: none"> -Use commas to demarcate fronted adverbials and subordinate clauses -Punctuates direct speech correctly, using commas after reporting clause and new speaker, new line 	<ul style="list-style-type: none"> -Use brackets, dashes and commas to demarcate relative clauses and to indicate parenthesis -Use commas to clarify meaning and avoid ambiguity 	<ul style="list-style-type: none"> -Use colons to introduce a list and semi colons within lists -Punctuates bullet points consistently -Uses hyphens to avoid ambiguity -Use colons, semi colons and dashes to mark boundaries between independent clauses

		names of people and days of the week		we decided not to take our coats -Use commas in lists, apostrophe for contraction, apostrophe for singular possession -Use inverted commas for direct speech			-Use a full range of punctuation appropriately and effectively to vary pace/create atmosphere including ellipsis to join paragraphs
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Sentence structure, Vocabulary and Grammar	-Writes simple sentences labels -Write simple past tense sentences	-Use simple sentence structures that are accurately punctuated with capital letter and full stop -Use simple conjunctions (and, but) to link ideas in sentences -Form simple compound sentences -Use the past tense mostly correctly and consistently -Uses simple adjectives for description	-Write sentences with different forms (statement, question, exclamation, command) -Use co-ordination (or/and/but) -Use some subordination (when/if.that/because) -Use expanded noun phrases, adjectives and adverbs to describe and specify -Use the present tense and past tense mostly correctly and consistently, including the progressive form	-Use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although -Use a range of conjunctions (when, after, before, while, so because) adverbs (then, next, soon, therefore) and prepositions (before, after, during, in, because) to show time, place and cause. -Maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement -Use a or an correctly throughout a piece of writing	-Use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences -Use expanded noun phrases with the addition of a ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit -Consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition. -Maintain an accurate tense throughout a piece of writing -Use Standard English verb inflections accurately e.g. we were instead of we was	-Use a range of verbs and modal verbs to indicate degree of possibility (surely, perhaps, should, might) -Use a range of conjunctions accurately, varying their position in a sentence -Use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly) -Use relative clauses beginning with a relative pronoun with confidence -Ensure the consistent and correct use of tense throughout all pieces of writing -Use the passive voice	-Use question tags in informal writing (a very short clause at the end of a statement which changes the statement into a question. For example, in 'She said half price, didn't she?', the words 'didn't she' are a question tag.") -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 -Use the perfect form of verbs to mark relationships of time and cause -Use the passive voice accurately within appropriate pieces
Terminology	Recognise and use the terms: <ul style="list-style-type: none"> Letter Capital letter Word 	Recognise and use the terms: <ul style="list-style-type: none"> Letter Capital letter Word 	Recognise and use the terms: <ul style="list-style-type: none"> Noun Noun phrase Statement 	Recognise and use the terms: <ul style="list-style-type: none"> Preposition Conjunction Word family 	Recognise and use the terms: <ul style="list-style-type: none"> Determiner Pronoun 	Recognise and use the terms: <ul style="list-style-type: none"> Modal verb Relative pronoun 	Recognise and use the terms: <ul style="list-style-type: none"> Subject Object Active Passive

	<ul style="list-style-type: none"> • Sentence • Full stop • Finger space 	<ul style="list-style-type: none"> • Singular • Plural • Sentence • Punctuation • Full stop • Question mark • Exclamation mark 	<ul style="list-style-type: none"> • Question • Exclamation • Command • Compound • Suffix • Adjective • Verb • Adverb • Present and past tense • Apostrophe • Comma 	<ul style="list-style-type: none"> • Prefix • Clause • Subordinate clause • Direct speech • Consonant • Vowel • Inverted commas (speech marks) 	<ul style="list-style-type: none"> • Possessive pronoun • Adverbial 	<ul style="list-style-type: none"> • Relative clause • Parenthesis • Brackets • Dash • Cohesion • Ambiguity 	<ul style="list-style-type: none"> • Synonym • Antonym • Ellipsis • Hyphen • Colon • Semi-colon • Bullet Points
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Planning, drafting and editing	<ul style="list-style-type: none"> -Compose simple sentences orally before writing it down -Adult-led re-reading of sentence to check that the sentence makes sense to themselves and others 	<ul style="list-style-type: none"> -Compose a sentence orally before writing -Say a sentence out loud before writing it – oral rehearsal -Use a simple plan (storyboard, flowchart) -Sequence sentences to form short narratives -Read their writing to check that it makes sense to themselves and to an adult -Makes simple changes to writing where suggested 	<ul style="list-style-type: none"> -Write narratives about personal experiences and those of others (real and fictional) -Plan what they are going to write about, including writing down ideas and/or key words and new vocabulary eg: mind-maps -Sequence what they want to say sentence by sentence -Make simple additions, revisions and corrections to their own writing by evaluating their writing and the effectiveness of their word choice, grammar and punctuation with the teacher and other pupils -Read to check that their writing makes sense and that the correct tense is used throughout with the 	<ul style="list-style-type: none"> -Use ideas from their own reading and modelled examples to plan their writing -Proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements – green editing pens introduced -Organise their writing into paragraphs around a theme (e.g. 3 paragraphs – beginning middle and end). 	<ul style="list-style-type: none"> -Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structure -Consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader. -Proofread and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion using green editing pen 	<ul style="list-style-type: none"> -Plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own -Consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed and use these as a basis for structuring their own writing -Proofread work to précis (edit and shorten) longer passages by removing unnecessary repetition or irrelevant details -Link ideas across paragraphs using cohesive devices -Proofread their work to assess the effectiveness 	<ul style="list-style-type: none"> -Note down and develop initial ideas, drawing on reading and research where necessary -Use appropriate organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining) -Use a wide range of devices to build cohesion within and across paragraphs -Consistently proofread for spelling and punctuation errors

			<p>help of an adult where necessary</p> <ul style="list-style-type: none"> -Check for errors in spelling, grammar and punctuation with the help of an adult where necessary 			<p>of their own and others' writing and to make necessary corrections and improvements using green editing pens</p>	
<p>Audience, purpose and structure</p>	<ul style="list-style-type: none"> -Write for different purposes 	<ul style="list-style-type: none"> -Use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices -Engage readers in stories and news telling by using adjectives to describe -Write for different purposes: poetry, instructions, letter, story, information -Reads aloud own writing clearly enough 	<ul style="list-style-type: none"> -Write for different purposes with an awareness of an increased amount of fiction and non-fiction structures -Use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences -Links ideas and events using strategies to create flow -Read aloud what they have written with appropriate intonation to make the meaning clear 	<ul style="list-style-type: none"> -Demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. -Use the structure of a wider range of text types (including the use of simple layout devices in non-fiction) -Make deliberate, ambitious word choices to add detail -Create settings, characters and plot in narratives -Use dialogue to convey a character -Use appropriate intonation, tone and volume to present their writing to a group or class, e.g. using adverbs to inform how something is said 	<ul style="list-style-type: none"> -Write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre specific layout devices eg: text boxes, bullet points etc) -Write a range of narratives that are well-structured and well-paced -Create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere -Use dialogue to convey a character and to start to advance the action -Use appropriate intonation, tone and volume to present their writing to a range of audiences. Use the voice to respond to the use of Standard and non-Standard English in their own writing, e.g. "Howdy Brer Bear," he called cheerfully. "How're you this fine mornin'?" 	<ul style="list-style-type: none"> -Produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes. -Describe settings, characters and atmosphere with carefully-chosen vocabulary to enhance mood, clarify meaning and create pace -Use dialogue to convey a character and to advance the action -Perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear 	<ul style="list-style-type: none"> -Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.) -Distinguish between the language of speech and writing and to choose the appropriate level of formality. -Select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility) -Use appropriate and effective intonation and volume