



Writing Progression

Our Writing Vision

In our school, it is our aim that every child should become a confident, capable, enthusiastic writer. In order to achieve this, children are given opportunities to write every day for a variety of purposes. Writing tasks are always meaningful, either linked to class texts, learning in various areas of the curriculum or linked to events in the lives of the children or the wider world. Children are taught to use writing to express themselves and to communicate with others. They learn to reflect on their own writing and the writing of others. They develop an understanding that writing has a real purpose and can bring about change.

Table with 3 columns: Reception, Spelling, Handwriting. It details the progression of writing skills from Reception to Year 1, covering phonics, spelling, and handwriting techniques.

<p>Year 2</p>	<p>Phonics lessons daily- moving onto spelling lessons including spelling rules (phase 6) – use of programme called No-nonsense spelling daily that covers NC. Phonics intervention for poor spellers/ those who did not pass Y1 Phonics test. Weekly spelling tests Feedback given on work- children normally have 1 or 2 spellings to correct or copy out per piece of work. Use of dictionaries Use of thesauruses Use of word mats Vocabulary displayed on board most lessons – alternative adjectives/ adverbs etc. Use of individual vocabulary books – spelling support during writing</p>	<p>Handwriting practise sheets for early work. Discrete handwriting lessons to teach. 'Handwriting hero of the week'- one child wins a prize each week in class for the best handwriting. They also have their picture up on the wall. Finger spacers for those not using spaces in writing. Very high expectations for well-presented work. Feedback during writing lessons on handwriting. Targeted handwriting intervention groups where necessary.</p>
<p>Year 3</p>	<p>Spelling rules for the week taught in class SPaG sessions Weekly spelling tests Spelling intervention group Learning of spelling rules as encountered in writing sessions Picking up on common misconceptions in children's work and addressing Use of dictionaries and thesaurus Use of individual vocabulary books – spelling support during writing Use of synonym cards on the display board (synonyms for common adjectives) Vocabulary and High Frequency Word sheets during writing sessions</p>	<p>Early morning handwriting practice sessions Teaching correct joins (ascenders, descenders, letters best left unjointed, etc.) in class on the IWB and by physically supporting some children's hands Ensure capital letters and numbers are correctly formed and appropriately sized Very high expectations for well-presented work Individual handwriting issues addressed – intervention groups Frequently modelling good handwriting and neat work under the visualiser (in all subjects)</p>
<p>Year 4</p>	<p>Learning of spelling rules Weekly spelling tests on a Friday SPaG sessions for homophones Picking up on common misconceptions in children's work and addressing Use of dictionaries Use of thesauruses Use of individual vocabulary books – spelling support during writing</p>	<p>Very high expectations for well-presented work / Layout and expectations modelled daily Whole class handwriting sessions on a weekly basis at the start of an English lesson Individual handwriting issues addressed – intervention groups</p>
<p>Year 5</p>	<p>Learning of spelling rules Spelling games – early morning activities and in SPaG sessions Weekly spelling tests Picking up on common misconceptions in children's work and addressing Use of dictionaries Use of thesauruses Use of individual vocabulary books – spelling support during writing</p>	<p>Very high expectations for well-presented work Intensive whole class handwriting sessions at beginning of the year, then ongoing Individual handwriting issues addressed – intervention groups Incentive to write with a pen once handwriting is fluent and legible</p>
<p>Year 6</p>	<p>Learning of spelling rules Spelling games – early morning activities and in SPaG sessions Weekly spelling tests Picking up on common misconceptions in children's work and addressing</p>	<p>Very high expectations for well-presented work Whole class handwriting sessions as part of early morning work Use of handwriting pen</p>

	<p>Use of dictionaries Use of thesauruses Use of individual vocabulary books – spelling support during writing</p>	
Composition		
Reception	<p>Lots of whole class writing being modelled, aiming for daily modelling of planning on the board before children begin CIA. Lots of modelling and ‘out loud’ thinking from the teacher so children know what needs to be included in a ‘good’ piece of writing (capital letters, finger spaces, full stops, neatly formed letters, how to segment to spell using phonics etc) Children share ideas about how to start sentences, use punctuation (go on to discuss commas, exclamation marks, question marks etc).</p> <p>All written tasks modelled by the teacher and then a mixture of guided writing in small groups of six, also independent writing where there is one adult to six children and the adult helicopters around the group.</p> <p>Children start by writing labels, use scaffolded lines for each word in a sentence to complete a sentence, take the scaffolded lines away to encourage independent use and understanding of the need for finger spaces.</p> <p>Children start by using whiteboards to write on, then move onto books with wide lines and using a pencil. We also use writing frames/formats to support presentation and layout ie when instruction writing, speech bubbles etc</p> <p>Verbal feedback given on 1:1 basis</p>	
Year 1	<p>Daily input includes shared writing and modelling on board.</p> <p>Children share ideas about how to start sentences, use punctuation.</p> <p>Deliberate errors in grammar, punctuation, spelling and composition are made when modelling writing on the IWB for the children to spot and edit.</p> <p>1:1 verbal feedback from CT/ TA.</p> <p>Small support groups with discrete teaching for children that need support with the same area.</p> <p>Children start with wide lines and as handwriting improves, change to narrower lines to help with consistent letter sizes.</p> <p>Children’s best work is rewarded with team points/ Star of the Week and may appear on the ‘Amazing work’ wall.</p> <p>Children sent to headteacher when they have completed a great piece of work for a reward.</p> <p>Children read aloud sections of work to share ideas and celebrate hard work.</p> <p>Children regularly share work and give each other feedback.</p>	
Year 2	<p>Daily input includes shared writing and always modelled on board.</p> <p>Stories or other styles of writing split into beginning/ middle/ ending to encourage quality writing and feedback at every stage of writing.</p> <p>1:1 verbal feedback from CT/ TA.</p> <p>Children needing extra support to work in small groups with TA/CT</p> <p>Use of purple ‘polishing’ pens for editing – children edit to correct mistakes and to make improvements.</p> <p>Use of visualiser to model, edit and make improvements to writing as a whole class.</p> <p>Children’s best work is rewarded with team points and may appear on the English working wall.</p> <p>Children read aloud sections of work to share ideas and celebrate hard work.</p> <p>Children regularly share work and give each other feedback.</p>	
Year 3	<p>Lots of whole class shared writing and modelled writing during inputs</p> <p>Writing tasks are often broken down into smaller sections, enabling focussed teaching to take place before each section is written.</p> <p>Lots of oral rehearsals of sentences before they are written down, during early morning work, SPaG sessions as well as writing in all subjects</p> <p>Planning - sharing of ideas - whole class suggestions or working with a partner - Written planning - children have freedom to plan in the way that they find most effective</p>	

	<p>Deliberate errors in grammar, punctuation, spelling and composition are made when modelling writing on the IWB for the children to spot and edit</p> <p>During writing, most often children work independently, whilst teacher moves around the room giving 1:1 verbal feedback. Occasionally teacher and TA work with small groups in class to support children with similar needs</p> <p>Frequent reading out loud of work to enable work to be celebrated and ideas to be 'magpied'.</p> <p>Work often displayed under the visualiser, modelled with the child correcting errors using purple pen on the spot.</p> <p>Use of purple pens to denote editing – children edit to correct mistakes and to make improvements</p> <p>Children's best work is rewarded with team points and Star of The Week certificates</p> <p>Writing intervention group to target specific difficulties in writing</p>
Year 4	<p>Lots of whole class shared writing and modelled writing during inputs</p> <p>Editing of teachers work (by the children) using the visualiser</p> <p>Writing tasks are often broken down into smaller sections, enabling focussed teaching to take place before each section is written.</p> <p>Planning - sharing of ideas - whole class suggestions or working with a partner</p> <ul style="list-style-type: none"> - Written planning - children have freedom to plan in the way that they find most effective-smaller group planning with TA <p>During writing, most often children work independently, whilst teacher moves around the room giving 1:1 verbal feedback.</p> <p>Frequent reading out loud of work (lolly sticks often used for random selection) to enable work to be celebrated and ideas to be 'magpied</p> <p>Use of purple pens to denote editing – children edit to correct mistakes and to make improvements</p> <p>Children's best work is rewarded with team points and may appear on the 'writing of the week' board.</p> <p>Children sent to show their writing to the Headteacher or English Subject Leader.</p>
Year 5	<p>Lots of whole class shared writing and modelled writing during inputs</p> <p>Writing tasks are often broken down into smaller sections, enabling focussed teaching to take place before each section is written.</p> <p>Planning - sharing of ideas - whole class suggestions or working with a partner</p> <ul style="list-style-type: none"> - Written planning - children have freedom to plan in the way that they find most effective <p>During writing, most often children work independently, whilst teacher moves around the room giving 1:1 verbal feedback.</p> <p>Frequent reading out loud of work (lolly sticks often used for random selection) to enable work to be celebrated and ideas to be 'magpied</p> <p>Use of purple pens to denote editing – children edit to correct mistakes and to make improvements</p> <p>Children's best work is rewarded with team points and may appear on the 'wonderful work' board.</p>
Year 6	<p>Lots of whole class shared writing and modelled writing during inputs</p> <p>Writing tasks are often broken down into smaller sections, enabling focussed teaching to take place before each section is written.</p> <p>Planning - sharing of ideas - whole class suggestions or working with a partner</p> <ul style="list-style-type: none"> - Written planning - children have freedom to plan in the way that they find most effective <p>During writing, most often children work independently, whilst teacher moves around the room giving 1:1 verbal feedback. Occasionally, CT or TA works with target group to ensure understanding, vocabulary expected as well as specific SPaG elements that may need further explanation</p> <p>Frequent reading out loud of work (lolly sticks often used for random selection) to enable work to be celebrated and ideas to be 'magpied. During this, we also identify SPaG elements that have been used in the piece.</p>

	<p>Use of purple pens to denote editing – children edit to correct mistakes and to make improvements</p> <p>Children’s work, that shows progression through perseverance and determination, is rewarded with team points</p>
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Vocabulary, Grammar and Punctuation

	Vocabulary	Grammar	Punctuation
Reception	<p>During reading sessions as a class, new vocabulary is always discussed and explained - children are encouraged to use new words in their writing.</p> <p>Use of word mats with different topic words to support writing ie Chinese New Year, Christmas etc so children can copy difficult spellings.</p>	<p>Grammatical errors are always addressed during 1:1 verbal feedback. Correct grammar modelled as whole class writing.</p>	<p>Use of punctuation is modelled and discussed during whole class and small group writing sessions</p> <p>Use of punctuation is modelled during reading sessions (whole class and 1:1) we discuss use of expression and how this relates to punctuation.</p> <p>Comma – little pause in a sentence, exclamation mark – speak louder etc</p>
Year 1	<p>During reading sessions as a class, new vocabulary is always discussed and explained - children are encouraged to use new words in their writing.</p> <p>Use of word mats with different topic words to support writing.</p> <p>Verbal feedback in lesson and marking from CT/ TA</p>	<p>Grammatical errors are always addressed during 1:1 verbal feedback.</p> <p>Correct grammar modelled as whole class writing.</p> <p>SPAG lessons</p> <p>Common grammatical errors seen in marking are addressed as a whole class</p>	<p>Use of punctuation is modelled and discussed during whole class and small group writing sessions.</p> <p>Punctuation is modelled when reading – expression for speech marks, taking a breath for commas and full stops.</p> <p>SPAG lessons.</p> <p>Punctuation errors are always addressed during 1:1 verbal feedback</p> <p>Common punctuation errors seen in marking are addressed as a whole class</p>
Year 2	<p>Quality vocabulary displayed on board, on mats, and on English board.</p> <p>Verbal feedback in lesson and marking from CT/ TA.</p> <p>Children encouraged to use simple dictionaries and thesauruses.</p>	<p>SPAG lessons</p> <p>SPAG practise papers discussed as broken down during ‘Secret Agent Training’.</p> <p>SPAG tests- children sit test and given back marked tests to reflect on answers/ make self-corrections.</p> <p>1:1 verbal feedback to identify grammar errors or misconceptions.</p>	<p>SPAG lessons</p> <p>SPAG practise papers discussed as broken down during ‘Secret Agent Training’.</p> <p>SPAG tests- children sit test and given back marked tests to reflect on answers/ make self-corrections.</p> <p>1:1 verbal feedback to identify punctuation errors or misconceptions.</p>
Year 3	<p>‘Wow’ words often spotted in texts</p> <p>Children encouraged to find meaning of words in dictionaries and synonyms in thesaurus</p> <p>Adventurous vocabulary used in writing is double</p>	<p>Grammar is taught in discrete SPaG sessions almost daily</p> <p>Children practise writing complete and grammatically correct sentences in their SPaG books</p>	<p>Punctuation is taught in discrete SPaG sessions</p> <p>Actions used for punctuation marks when orally composing sentences</p> <p>Punctuation errors are always addressed during 1:1 verbal feedback</p>

	<p>ticked in green pen or given a smiley</p> <p>During reading sessions, new vocabulary is always discussed and children are encouraged to use new words in their writing.</p>	<p>Grammatical errors are always addressed during 1:1 verbal feedback</p> <p>Common grammatical errors seen in marking are addressed as a whole class</p>	<p>Common punctuation errors seen in marking are addressed as a whole class</p>
Year 4	<p>'Word of the week' introduced every Monday with an activity. Children are rewarded 10 team points for using that word appropriately in their work. During reading sessions, new vocabulary is always discussed and children are encouraged to use new words in their writing. Children are encouraged to use the thesaurus, dictionary and synonym wall.</p>	<p>Grammar is taught in discrete SPaG sessions</p> <p>Grammatical errors are always addressed during 1:1 verbal feedback</p> <p>Common grammatical errors seen in marking are addressed as a whole class during SPaG sessions or prior to a writing session.</p>	<p>Punctuation is taught in discrete SPaG sessions</p> <p>Punctuation errors are always addressed during 1:1 verbal feedback</p> <p>Common punctuation errors seen in marking are addressed as a whole class or during SPaG sessions.</p>
Year 5	<p>'Word of the week' introduced every Monday with an activity. Children are rewarded 20 team points for using that word appropriately in their work. All previous words are displayed on the wall – team points also rewarded for using them. During reading sessions, new vocabulary is always discussed and children are encouraged to use new words in their writing.</p>	<p>Grammar is taught in discrete SPaG sessions</p> <p>Grammatical errors are always addressed during 1:1 verbal feedback</p> <p>Common grammatical errors seen in marking are addressed as a whole class</p>	<p>Punctuation is taught in discrete SPaG sessions</p> <p>Punctuation errors are always addressed during 1:1 verbal feedback</p> <p>Common punctuation errors seen in marking are addressed as a whole class</p>
Year 6	<p>Word wall – ambitious vocabulary that has been identified (when reading or used in writing or in modelled or shared writing) will be displayed and the children are encouraged to use that word, or a good quality synonym, in their writing.</p> <p>The children are encouraged to use synonyms regularly to expand their own vocabulary bank. Children in year 6 use thesauruses regularly.</p> <p>Children investigate words on the Y5 & 6 word list and learn the meaning, how to use them in sentences and also what other words they could have used instead.</p>	<p>Grammar is taught in discrete SPaG sessions</p> <p>Grammatical errors are always addressed during 1:1 verbal feedback</p> <p>Common grammatical errors seen in marking are addressed as a whole class</p>	<p>Punctuation is taught in discrete SPaG sessions</p> <p>Punctuation errors are always addressed during 1:1 verbal feedback</p> <p>Common punctuation errors seen in marking are addressed as a whole class</p>

	<p>They are encouraged to use these in their own writing, as well as words using same spelling rules.</p> <p>During reading sessions, new vocabulary is always discussed and children are encouraged and challenged to use new words in their writing.</p>		
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